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GLOBAL CITIZENSHIP

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ABOUT THIS BOOK

This book is written for students following the Pearson Edexcel International GCSE (9–1) Global Citizenship specification. In this book, you will learn how to become a global citizen by increasing your awareness of the world around you. You will learn that as global citizens we have rights, responsibilities and freedoms and we must act together in order to improve society. You will also have the opportunity to develop a range of useful skills that you can apply to your studies and one day to your work.

This specification provides you with the opportunity to explore the themes that are crucial to being a global citizen. These are the key political, social/cultural, technological, economic and environmental issues that societies and citizens face across the world. These themes will help to deepen your knowledge and understanding of the wider world, and a series of questions will test this. Throughout these themes, links are also made to the Citizenship Community Action Project (via the Action links activities) and the synoptic assessment (via example questions), bringing together your learning and understanding of global citizenship.

HOW TO USE THIS BOOK

The aim of this book is to help you to develop as global citizens by exploring four key themes and having the opportunity to participate in your community.

Both students and teachers are advised to complete the four key themes before completing the Citizenship Community Action Project. This is to allow deeper knowledge and understanding of the key themes before taking action on an issue. It is important to note that the examination does not follow the same structure. The exam paper has three sections:

- Section A: Citizenship Community Action Project
- Sections B and C: key questions on the four main themes
- Section D: synoptic assessment.

Therefore, you will be assessed on the Citizenship Community Action Project first, followed by the theme content.

Case study
In-depth look at a real-life examples

Check your understanding
Short questions to check your knowledge and understanding

Action links
Contains activities to help prepare for the Citizenship Community Action Project

Other points of view
Encourages you to think critically and from other perspectives

66 THEME 2: ECONOMIC DEVELOPMENT AND THE ENVIRONMENT A3: WHAT IS AN EMERGING ECONOMY?

CASE STUDY: VIETNAM



▲ The cost of building a port in Vietnam is likely to be much lower than in Europe or the USA.

▲ New technologies like this one are reducing production time and cost.

Vietnam is an example of a relatively new emerging economy. It has massively expanded its manufacturing sector. It is much cheaper to buy the materials needed to manufacture products, and wages are also often lower – manufacturing wages in Vietnam are a third of those in China. It becomes important to develop new skills that are useful in making the increasingly sophisticated products that world markets are looking for. Not only do emerging economies develop new industries, but they use modern methods for making traditional industries more efficient. For example, new technology can supply more shrimp at a faster pace than traditional cooking methods.

CHECK YOUR UNDERSTANDING

1. What is an emerging economy?
2. What changes can help an emerging economy to grow?
3. Why do other countries want exports from emerging economies?
4. In pairs, can you think how emerging economies might need to change in order to compete globally?

ACTION LINKS

Research a country of your choice that is described as an emerging country.

- You can choose a country from the BRICS or MINT groups (or any countries that have been added to the emerging economy list).
- What are the main reasons for the country's emerging economy (e.g. increased exports)?
- What relationship does this country have with the rest of the world (e.g. trade agreements)?

OTHER POINTS OF VIEW

'Nike and Apple should continue to have their products made in emerging economies.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

THEME 2: ECONOMIC DEVELOPMENT AND THE ENVIRONMENT A4: FREE TRADE OR FAIR TRADE? 69

A4: FREE TRADE OR FAIR TRADE?

LEARNING OBJECTIVES

You will find out about the roles of free and fair trade in the process of economic development.



LET'S GET THINKING

CHILD LABOUR IN THE CÔTE D'IVOIRE (IVORY COAST)



Cocoa farmers in the Côte d'Ivoire are paid very little for the work they do. They may only be paid US\$2 a day – so they try to produce cocoa beans as cheaply as possible. Methods include forcing young children to do the work for them for very little or sometimes no pay at all.

The children will start work early and finish when it gets dark at night. They climb up cocoa trees to cut bean pods, using huge knives (machetes) to cut the pods from the tree. Then, they cut the pod to remove the seeds. Many children have hurt themselves using the machetes. They often have to spray the trees with toxic chemicals to kill pests without any protective gear.

Children are given poor-quality food, such as corn paste and bananas. Some children aren't given adequate housing, having to sleep on wooden planks in small dark rooms. There is no clean water nor proper bathrooms. They are not provided with any schooling, so without an education it is difficult for the children to see a way out of poverty.

The multinational chocolate companies who buy the cocoa beans from the farmers are, indirectly, taking part in unfair trading practices and denying the children their basic human rights.

1. Why do you think farmers in the Côte d'Ivoire are paid so little?
2. Why do you think the farmers treat the children so poorly?
3. In pairs, create an action plan on how you would make a difference to the lives of the children in the Côte d'Ivoire.

HRO OUT MIND

What human rights in Theme 1, GC1 'What are human rights'?

Subject vocabulary
Provides key definitions alongside the text

Find out more...
Helpful links to related content elsewhere in the book

Let's get thinking
Starter activity to stimulate thinking

EXAM PRACTICE QUESTIONS

THEME 1: POLITICS AND GOVERNANCE

EXAM PRACTICE

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THEME 1: POLITICS AND GOVERNANCE

EXAM PRACTICE

EXAM PRACTICE

SOURCE A

AN IRISH REFERENDUM

In Ireland, there is an increasing political interest in protecting the rights of children. On 10 November 2012, Ireland held a referendum where 58 per cent of citizens voted in favour of improving the care and protection of children.

If a child is considered at risk of poor parenting, the government has the responsibility to supply a safe and supportive environment for that child.

The referendum was signed into law on 28 April 2015.

A GREEK REFERENDUM

After the 2008 financial crisis, there was a downturn in the Greek economy. The government planned to borrow money from the European Union to help boost the economy. However, there were many conditions attached to the loan. If Greece accepted it, this would have led to hardship for many of its citizens.

A referendum was held to ask the population if this was acceptable. More than 60 per cent of the population voted against it.

Despite the vote, the government borrowed the money only three days later. The prime minister led his party to victory at the next election.

SKILLS CRITICAL THINKING

- 1 A referendum is a vote by everyone:
- A over 25
 - B who works
 - C in that country
 - D permitted to vote.

(1 mark)

SKILLS CRITICAL THINKING

- 2 A method of selecting someone for an official role is called:
- A a selection
 - B a referendum
 - C an election
 - D an appointment.

(1 mark)

SKILLS CRITICAL THINKING, ANALYSIS

- 3 Using Source A, state **two** differences between the Irish and Greek referendums.

(4 marks)

SKILLS CRITICAL THINKING, INTERPRETATION

- 4 Explain the difference between a representative democracy and a direct democracy.

(2 marks)

SKILLS CRITICAL THINKING, ANALYSIS, REASONING, ARGUMENTATION, DECISION MAKING

- 5 'Holding referendums is the best way of governing a country.' Examine the arguments for and against this statement.

(9 marks)

SOURCE B

ELECTION FRAUD IN MALAWI

The results of the 2019 presidential election in Malawi, which declared that Peter Mutharika was the winner, were cancelled in court. Judges decided that there was evidence of fraud. They found that correction fluid had been used to change votes and many were unsigned. The existing President Mutharika received 38.57 per cent of the vote and his main opponent, Lazarus Chakwera, got 35.41 per cent. It was claimed that more than 1.4 million votes out of 5.1 million were affected by fraud.

The president, who was standing for re-election, was also president of the electoral commission which ran the election. The commission failed to manage the election properly because it had not noticed the abuses of power. The country's anti-corruption body arrested a top businessman for apparently trying to bribe the five judges hearing the case.

There have been, and still are, many autocratic rulers in Malawi who threaten democracy. The struggle for democracy has often involved public demonstrations that have been suppressed by the police and the army.

SKILLS CRITICAL THINKING

- 1 An autocratic ruler:
- A allows the population to make political decisions
 - B controls all the decisions within their territory
 - C accepts that decisions are made by the United Nations
 - D allows the police and the army to make decisions.

(1 mark)

SKILLS CRITICAL THINKING

- 2 What proportion of the vote was claimed to be affected by fraud?
- A about 25 per cent
 - B nearly 50 per cent
 - C less than 20 per cent
 - D more than 60 per cent.

(1 mark)

SKILLS CRITICAL THINKING

- 3 Using Source B, identify the type of system of democracy found in Malawi.

(1 mark)

SKILLS CRITICAL THINKING

- 4 Using your own knowledge, give **two** characteristics of one non-democratic system of government.

(2 marks)

SKILLS CRITICAL THINKING, ANALYSIS

- 5 Suggest **two** reasons why the top businessman in Source B might have attempted to bribe the judges.

(4 marks)

SKILLS CRITICAL THINKING, ANALYSIS, REASONING, ARGUMENTATION, DECISION MAKING

- 6 'Economic development is more likely to take place in a democratic country.' Examine the arguments for and against this statement.

(9 marks)

The **skills tags** signpost which transferable skills you will be using and developing

For all **end-of-theme questions**, an appropriate mark is given. This indicates the length and depth of the answer required.

ASSESSMENT OVERVIEW

The following tables give an overview of the assessment for the Pearson Edexcel International GCSE (9–1) in Global Citizenship.

We recommend that you study this information closely to help ensure that you are fully prepared for this course and know exactly what to expect in the assessment.

PAPER 1	PERCENTAGE	MARK	TIME	AVAILABILITY
Written examination paper Paper code 4GL1/01 Externally set and assessed by Pearson Edexcel	100%	100	2 hours and 30 minutes	June exam series First assessment June 2019

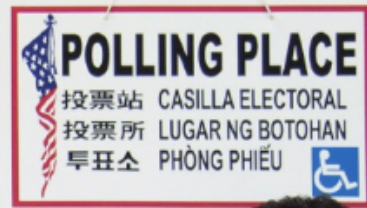
ASSESSMENT OBJECTIVES AND WEIGHTINGS

ASSESSMENT OBJECTIVE	DESCRIPTION	% IN INTERNATIONAL GCSE
A01	Demonstrate knowledge and understanding of citizenship concepts, terms and issues.	38
A02	Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.	44
A03	Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.	18

ASSESSMENT REQUIREMENTS

DESCRIPTION	MARKS
Section A – Citizenship Community Action Project Section A is worth 20% of the qualification. This section consists of one question, divided into short-answer questions that build into medium- and higher-level responses. Task types demand a variety of input from students in response to their action project which they will have undertaken. Questions include direct response to impact of action taken, reflective analysis and consideration of how others could undertake the Community Action Project and discussion-based answers.	20
Section B Section B is worth 30% of the qualification. The section consists of a series of short-answer questions (using two key themes) that build into medium- and higher-level responses. Task types include multiple choice and analytic interpretation of source materials, discussion, comparison responses, evaluative and reflective answers giving balanced conclusions.	30
Section C Section C is worth 30% of the qualification. The section consists of a series of short-answer questions (using two key themes) that build into medium- and higher-level responses. Task types include multiple choice and analytic interpretation of source materials, discussion, comparison responses, evaluative and reflective answers giving balanced conclusions.	30
Section D Section D is worth 20% of the qualification. This section consists of one question, divided into short-answer questions, followed by synoptic assessment.	20

THEME 1: POLITICS AND GOVERNANCE



In this theme, you will develop an understanding of the way politics and government work. The theme covers politics and government in local, national, international and global contexts. There are a variety of different systems of government around the world, and the ways in which they work affect the lives of their citizens. There are many contexts in Theme 1 that affect everyone's lives, from nationality and identity to levels of participation in society and quality of life.

Countries increasingly work together to have a greater impact on the world, such as developing a body of international law. Having laws in place can allow countries to govern effectively, but laws also protect citizens by recognising their human rights.

There are also many international organisations that provide support and aid to countries that need help.

YOU WILL LEARN THE FOLLOWING:

1. key citizenship ideas and concepts in response to systems of governance, state and sovereignty
2. the relationship between rights and responsibilities of citizens; the politics of their country; the politics of others
3. concepts of participating in democracy; your own contribution to democracy and governance.

CONTENT

A: DEMOCRACY, STATE AND SOVEREIGNTY

- a. The definition of democracy and concepts, including representative and direct democracy (democracy via elections/democracy via referendums); the strengths and weaknesses of each.
- b. The definition and function of the nation state in global politics.
- c. The challenges to the sovereignty of nation states (local/regional community demands for independence).

B: SYSTEMS OF GOVERNMENT

- a. Existing political systems and their impact on communities and individuals for one high, one medium and one low-scoring country in the Human Development Index (HDI).
- b. The differences between democratic and autocratic countries, and the concept of democratic and totalitarian regimes.
- c. The concepts of monarchy (constitutional or absolute monarchy).

C: HUMAN RIGHTS

- a. Human rights, the Universal Declaration of Human Rights, and the nature and types of human rights, from civil and political rights to economic, social and cultural rights.
- b. Differing cultural interpretations of human rights; human rights during conflict, humanitarian intervention and peacekeeping.
- c. The duties of citizens to respect the rights and freedoms of others and the law.

D: INTERNATIONAL LAW

- a. The origins, development, sources of, and milestones in the emergence of international law; the role of international laws, institutions and agreements in protecting the rights and freedoms of people.
- b. Key institutions of international law, including the roles of the International Criminal Court (ICC), International Court of Justice (ICJ), the European Court of Human Rights (ECHR) and the European Court of Justice (ECJ); fundamentals of the content of treaties in international law (e.g. how they are law-making or contractual).
- c. Recognising the importance of social movements, charities and non-governmental organisations (NGOs) in raising awareness and campaigning for change to international law or the introduction of new elements of international law.

A1: WHAT IS DEMOCRACY?

LEARNING OBJECTIVES

- You will find out about how democracy works and explore two types of democracy: representative and direct democracy.



SUBJECT VOCABULARY

citizen a person who has the right to be a member of a particular country

collaboration two or more people working together to achieve or create the same thing

democracy when power in a country lies with the people, who can vote to elect their leaders

elected to have chosen a person for a particular job by voting

electorate all the people in a country who are allowed to vote

entrepreneurship the activity of running a business in order to make money

parliament a group of elected people who make laws for their country

policies a set of ideas about what to do in certain situations, which have been officially agreed on by governments or political parties

welfare state a form of government that promotes the social and economic well-being of citizens by providing benefits such as financial support

LET'S GET THINKING

THE WORLD'S MODEL OF DEMOCRACY

Norway is known as a democratic country. Its **parliament** is **elected** every four years and has 169 members. All **citizens** over 18 are automatically registered to vote. Voting is not compulsory, but nearly 80 per cent of the **electorate** usually vote. In the UK, this figure is less than 70 per cent, and in the USA it is often below 60 per cent.

In Norway, there are several political parties who compete for people's votes. However, the parties are not focused on getting power for themselves, but instead work together to create **policies** that help the Norwegian people. This **collaboration** gives the people more power in the running of their country.

The population of Norway is almost 5.5 million, compared with almost 68 million in the UK. It is a rich country because it uses the profits from its offshore oil to help the country's finances. There is more financial equality in Norway than in most other countries due to a strong **welfare state**, higher taxes and **entrepreneurship**.

Norwegians feel a part of **democracy** because their voices are heard. They think of politicians as ordinary people who earn fair salaries and care about what happens to the country.



- Who can vote in Norway?
- What percentage of the Norwegian electorate usually votes?
- In pairs, discuss whether you think Norway is a good model of democracy compared to other countries. What unique features does it have?

THE ORIGINS OF DEMOCRACY

A democratic country gives power to the people. Democracies come in many forms around the world, as people in some countries have more power than others.

The word 'democracy' first appeared in Ancient Greece around 500 BCE. However, there is some evidence from prehistory that suggests that groups of people who lived and worked together made decisions together.

In Athens in Ancient Greece, citizens could vote on decisions in public meetings. However, only a limited number of people were classed as full citizens with voting **rights**. The electorate was made up only of men over the age of 18. Women, enslaved people, foreign nationals and children were all excluded.

SUBJECT VOCABULARY

rights the things that citizens are legally allowed to do

DIFFERENT TYPES OF DEMOCRACY

SUBJECT VOCABULARY

ballot a system or occasion of secret voting

direct democracy all citizens vote directly on every decision about the running of the country

election the process in which citizens vote to choose a person to represent them in managing the country

government the group of people who officially control a country

issues topics or problems that people are thinking and talking about

legally binding an agreement, contract, decision, etc. that the law says must be obeyed

referendum a vote by all citizens on a specific topic

DIRECT DEMOCRACY

In a **direct democracy**, people meet to decide on new laws or to change existing laws. As we have learned, in Athens in Ancient Greece, citizens met in public gatherings and voted on every law. This way of voting is not possible in democracies with millions of voters, but there are countries that use the idea to make decisions. For example, in many US towns, citizens meet in town halls to discuss and solve problems.

Other countries run **referendums** on particular **issues**. All citizens who have the right to vote can take part. The votes or referendums can be **legally binding** for a **government**, so it has to carry out the people's view. For example, in Switzerland, 75 per cent of citizens voted against being a member of the European Union during a 2001 referendum. A referendum may also be advisory. This means that the government has the benefit of public opinion but is not bound by it. For example, the UK voted to leave the European Union in 2016 in the 'Brexit' referendum. According to UK law, parliament does not have to carry out the decision. But as the majority of citizens voted to leave democratically, some argue this is a clear message to the government to take action on the people's behalf.

CASE STUDY: DIRECT DEMOCRACY IN SWITZERLAND

All Swiss citizens aged 18 and over have the right to vote in **elections** and referendums. Voters are usually asked four times a year to vote on about 15 government proposals each time. This is mainly done by using a **ballot**, but in a few areas of Switzerland people still physically meet up and vote together.

Swiss citizens also have the right to vote in referendums. The topics range from encouraging the use of cycle routes (2018) to ensuring Swiss law has priority over European Union law (2018). Fewer than 50 per cent of people usually vote in a referendum.



SUBJECT VOCABULARY

representative democracy citizens vote for people to represent them in making decisions about the running of the country

REPRESENTATIVE DEMOCRACY

The Romans believed that direct democracy was not effective because of the large numbers of people involved in the decision-making process. Therefore, they decided that fewer people with more knowledge on how to govern would work better. This led to **representative democracy**, where many people vote for a smaller number of people to represent them. The elected representatives then make decisions for an entire group, such as a country or locality. If the people do not like the decisions made by their representatives, the representatives can be voted out at the next election.

Many countries use this system. The UK, India, the USA, Australia and much of the European Union are all representative democracies.

CHECK YOUR UNDERSTANDING

1. What is democracy?
2. What is the difference between direct and representative democracy?
3. How do the European countries of Norway and Switzerland promote the key features of democracy?
4. Do you think that direct democracy would work well in all countries? Explain your answer.

ACTION LINKS

Find out more about democracy by exploring how it has changed since Greece in 500 BCE and the key events that have shaped democracy today. Which events do you think were the most influential on shaping modern-day democracies?

You could complete a timeline to show key events throughout history.
You could focus on one country's democratic journey.

OTHER POINTS OF VIEW

'Direct democracy is much more effective than representative democracy.'

Do you agree with this statement?

Give reasons for your opinion, showing that you have considered different points of view.

A2: DEMOCRACY: STRENGTHS AND WEAKNESSES

LEARNING OBJECTIVES

- You will find out about the strengths and weaknesses of representative and direct democracy.



LET'S GET THINKING

GREECE SAYS 'NO MORE PROTESTS'

In July 2020, the Greek government passed a **bill** to stop public protests disrupting traffic and commercial activities. Critics of the bill, such as the previous prime minister, Alexis Tsiparas, accused the government of using policing to restrict citizens' right to protest. The new law led to mass outrage, with 10,000 protesters gathering in Athens.



SUBJECT VOCABULARY

bill a suggestion for a new law. Bills are discussed before being voted on and either passed into law or rejected

identity the characteristics of a person or thing that distinguishes them from others

sovereignty to have supreme power or authority

UK 'BREXIT' VOTE

In June 2016, the UK electorate voted in a referendum to leave the European Union, which it had been part of since 1973. The referendum divided many people, politicians and voters across the UK. 52 per cent of the electorate voted to leave while 48 per cent voted to remain.

It was argued that this referendum would give the UK more **sovereignty** and power within its own borders. However, some people who voted to remain argue that they have been stripped of their European **identity**, rights and freedoms.



**SUBJECT VOCABULARY**

justice system a system of laws to judge people accused of crimes in court

VOTES IN POLAND

In January 2020, Poland's parliament passed a law allowing the government to fine or remove any judges who were opposed to legal system reforms, despite opposition from the EU. The law allows the government to discipline judges who speak out against changes that the ruling party made to the legal system.

There were protests in cities across the country, but the Law and Justice Party say that the law is needed to control the **justice system**.



Comparing the examples from Greece, the UK and Poland, answer the following questions.

1. To what extent do a government's actions impact on citizens' rights?
2. What impacts do minorities face when the majority always wins? Are minority views always taken into account during law making?
3. Do you think democracy is always effective? Why or why not?

THE STRENGTHS AND WEAKNESSES OF DEMOCRACY

Democracy is a system of government where the people have a say on how their society functions. The people who vote are known as the electorate, and they will vote for a particular political party to represent their views. This is a key strength of representative democracy. For example, in the USA, the two main rival parties are the Republican Party and the Democratic Party. During presidential elections, the party leader who gets the most electoral votes will come into power and will then make decisions based on the views of the people. In Switzerland, citizens are given the chance to directly change a law rather than depend on representatives to decide for them. This is a key strength of direct democracy.

While democracy shows strengths such as equality, freedom and citizen power, there are also many weaknesses. The table on the next page shows the strengths and weaknesses of democracy.

Strengths	Weaknesses
Citizens help to decide who runs the country.	The majority wins. Policies might therefore discriminate against minorities' views.
Everyone's vote is equal.	Decision making takes a long time as everyone's views must be heard.
Elections allow voters to change who is in power if they are not happy.	Governments do not always fulfil the promises they make during elections.
Power usually changes fairly and peacefully.	Parties might not work together effectively if there is no clear majority. This creates a weak government.
The majority of people support the government.	Voters must accept all of the policies of the party they vote for.
Policies usually reflect the views of most (or the majority of) voters.	Voters could make misinformed decisions due to lack of education on certain issues.
There are free and open debates including discussions on opposing views.	Protests are likely when citizens feel their voices are not heard.

SUBJECT VOCABULARY

eligible having the right to something or to be able to do something, e.g. participation

With **representative democracy**, every **eligible** citizen can vote on who leads their country. The people who lead have the knowledge and skills to make decisions effectively. However, leaders might not always act in the best interests of citizens. They act for the majority of people, so minorities could be ignored. They might also break citizens' trust if there is corruption (dishonest behaviour by people in power).

With **direct democracy**, every vote is equal and there is more open communication with the public. However, if a bad decision is made, it is difficult to identify who is responsible. It can also be difficult to have direct democracy in large communities.

CHECK YOUR UNDERSTANDING

1. Look again at the three examples in the 'Let's Get Thinking' section. Work out which of the strengths and weaknesses from the table apply in each case.
2. In pairs, discuss the similarities and differences between a representative democracy and a direct democracy.
3. What disadvantages might minority voters face within a democracy?
4. In pairs, think of two additional points to add to the table for the strengths and weaknesses of both a representative and a direct democracy.

ACTION LINKS

Imagine you are the leader of the student council in your school community. How will you make sure students' voices are heard throughout the school?

Think about:

- whether you will allow direct democracy to happen
- whether you will allow open discussions and debates
- how you will make your decisions
- if there are any advantages and disadvantages to how you will run the student council.

OTHER POINTS OF VIEW

'The disadvantages of democracy are so great we should avoid using it.'

How far do you agree with this statement?

Give reasons for your opinion, showing you have considered different points of view.

A3: WHAT IS A NATION STATE?

LEARNING OBJECTIVES

- You will find out what a nation state is and how it functions in global politics.



SUBJECT VOCABULARY

nation a group of people who have a common language, culture and heritage

sovereign state a country that has a permanent population, territory and government; it must also be recognised as a state by other states



LET'S GET THINKING

ICELAND



Iceland became a **sovereign state** on 1 December 1918: the Kingdom of Iceland. It was then recognised by Denmark as an independent **nation**, with its own language, national flag and coat of arms.

Icelandic citizens elect a president and members of parliament.

PORTUGAL

Portugal is a southern European country that borders Spain. It is one of the oldest nation states in Europe. The country was originally formed from migrant peoples who settled in the area that later became Portugal.

Portuguese citizens elect a president and members of parliament.





THE MALDIVES



The Republic of Maldives is an island nation in the Indian Ocean. The nation is made up of 1,190 islands that form 26 atolls and lie west of the southern-most tip of India. It has a population of over 500,000. In 1965, the Republic of Maldives gained independence from the United Kingdom.

The nation is a **democratic republic** with a president as head of government. Each atoll has its own Atoll Council, which is elected by the island councillors, who are elected by the people of each island.

SUBJECT VOCABULARY

democratic republic a form of representative democracy whereby power lies with the people and elected officials

nation state a country where the population has language, culture and heritage in common

state a government that has sovereignty over an area of territory (for example, a country) and the people within it

1. Create a table and list what the countries have in common and what makes them different. In a small group, discuss your answers.
2. Which example is most similar to where you live? Can you explain why?
3. Why do you think the people in these countries might have a strong sense of national identity?

NATION STATES AND SOVEREIGN STATES

A **nation state** is a **state** with clear boundaries that no other country has power over and the people within it have a common identity. Usually, nation states have complete sovereignty. This means that the nation state has complete power over its territory and the government decides its own laws. It does not have to answer to or depend on any other country. An example is Iceland becoming a sovereign state after Danish rule.

France, Japan, Poland and the UK are examples of nation states. The UK is an unusual nation state because it contains several countries within the state. Countries within the UK do not have complete sovereignty over their country.

SUBJECT VOCABULARY

trade buying and selling things; international trade takes place between different countries

trade agreement a deal between two or more countries about improving trade with each other

treaties written agreements between two or more countries that are approved and signed by their leaders

A nation state has:

- clear territorial boundaries that are recognised by other countries
- a permanent population
- a recognised currency
- a government that is recognised by other countries
- a government that can make laws, **trade agreements** and **treaties** with other countries, and which provides public services
- a government that can take action on behalf of its people and has the authority to declare war against other countries.

CHECK YOUR UNDERSTANDING

1. What is the difference between a nation and a state?
2. What is a nation state?
3. Carry out your own research to identify how many nation states there are in the world, according to the United Nations. Can you think of anywhere in the world that is not a nation state?
4. What are the main functions of a nation state?
5. Can you think of three countries in the world that lack sovereignty?

ACTION LINKS

Think about sovereignty in relation to your own country (or a country of your choice). Has its sovereign status ever changed? If so, how and why?

You could include:

- a map showing whether boundaries and borders have changed where you live
- examples of events or people that have changed the nation state (e.g. political leaders, colonialism, independence).

OTHER POINTS OF VIEW

'Living in a nation state makes people feel that their country is always right.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

A4: NATION STATES: THE CHALLENGES TO THEIR SOVEREIGNTY

LEARNING OBJECTIVES

- You will find out about the challenges facing the sovereignty of nation states.

LET'S GET THINKING



Look around your bedroom or classroom and find out where your possessions have come from. You will be surprised at the wide range of countries around the world that they have come from, as clothes, computer equipment and televisions are made all over the world.

What about furniture? The same applies. For example IKEA®, a Swedish multinational store selling furniture and household goods, has stores in over 50 countries.

Your bedroom (or classroom) shows how interconnected the world has become.

1. How many of your possessions come from the country where you live?
2. Create a mind map of your possessions and identify where they have come from in the world.
3. Why do you think you have possessions that have come from different parts of the world?
4. How do you think having possessions from different parts of world has had an economic or social impact on the country in which you live?

SUBJECT VOCABULARY

decentralisation moving power from national governments to regions so that they have more control

globalisation countries becoming more connected with each other because of the influence of products, technology, information and jobs across national borders and cultures

global village where individual group attachments to ethnic and religious identities are replaced by a shared identity, based on the principles of global citizenship

hacker someone who tries to get into a computer system or network to access information without permission

influence the power to make other people agree with your opinions or do what you want

interdependent countries or people who depend on each other

services these are provided by people who have skills (rather than goods) that are wanted by other people. Examples include hairdressers, solicitors/lawyers, teachers and estate agents

FIND OUT MORE...

about regional groups in Theme 2, E1: 'Why do countries work together?'

FIND OUT MORE...

about cybercrime in Theme 4, B3: 'Technological threats'.

CHANGING PATTERNS

The world is now very **interdependent**. The spread of goods, **services**, ideas, cultures and capital has made the world seem like a much smaller place. These global movements and exchanges are known as **globalisation**. Globalisation makes it harder for a government in a nation state to control what happens within its borders. It is not just things in your household that are affected, but also national security, economic activities and values. We will now explore how state sovereignty and nationalism are being affected.

THE EFFECT OF GLOBALISATION

Globalisation can also cause changes to take place within communities, which might threaten the local culture and way of life. The idea of a **global village** has also emerged, where we have become more connected by communications technology. This technology can also change the way a country works, both economically and socially. Businesses run more efficiently, new jobs are created and the quality of life improves. However, we might also see a loss of traditional skills and cultures as multinational companies are given more power.

DECENTRALISATION

Decentralisation refers to moving power from national governments to regions so that they have more control. There are countries facing regional demands for independence. For example, Scotland voted against leaving the UK in the 2014 referendum, but by 2020 there was growing support for independence.

There are many more groups across the world who would like either independence or more **influence** within their country. They might see themselves as having a different identity or interests to the rest of the country. Examples include the Kurds in Northern Iraq and the indigenous people of Australia. Both aim for independence and increased influence over the land and their people. Decentralisation means that such groups reduce the overall power of the nation state.



REGIONAL GROUPS

Across the world, countries have joined together to have greater international power or to protect themselves from global interests. Examples include the European Union (EU), the Association of South East Asian Nations (ASEAN) and the African Union (AU). There are also many other smaller regional groups. Countries join the groups to gain the benefits of working together, but this means that they have to give up some of their own sovereignty.

CYBERCRIME THREAT

As people become dependent on technology for their everyday lives, opportunities for cybercrime grow. This is when online **hackers** steal personal information and data on populations. Cybercrime can be committed anywhere, by anyone, in any country. There are no boundaries online, unlike in a nation state. This makes it harder for governments to maintain power over their state.

SUBJECT VOCABULARY

economic migrants people who travel from one country or area to another in order to improve their standard of living

refugees people who have been forced to leave their country and must live somewhere else

FIND OUT MORE...

about migration in Theme 2, A5: 'Migration: challenges and opportunities', Theme 3, B1: 'The growth of migration' and B3: 'Migration, identity and diversity'.

PROTECTING BORDERS

Borders have been challenged in different ways. For example, **refugees** fleeing from their countries or **economic migrants** leaving in search of a better way of life means that the flow of people going in and out of a country is constantly changing. This challenges a nation state's ability to protect the population and economy due to increased pressure on resources, infrastructure and jobs.



CHECK YOUR UNDERSTANDING

1. What do you think are the biggest challenges for a nation state? Compare your answers in pairs.
2. Do you think people in nation states have a strong sense of national identity? Why or why not?
3. In pairs, discuss why you think some people living in nation states may want independence from a sovereign power.
4. Debate in class the challenges and benefits of globalisation for a nation state.

ACTION LINKS

Think about the way your country (or a country of your choice) functions as a nation state. Have the functions ever changed? If so, how and why?

Think about whether globalisation has had a positive or negative impact on your nation state (e.g. more diverse brand names or a loss of national culture).

OTHER POINTS OF VIEW

FIND OUT MORE...

about globalisation in Theme 2, E3: 'The pros and cons of MGOs', Theme 3, A1: 'Whose culture?', A2: 'Protecting cultures' and Theme 4, A1: 'Technology and the developing world'.

'If a region wants to be independent, it should be allowed.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

B1: DIFFERENT POLITICAL SYSTEMS

LEARNING OBJECTIVES

- You will find out about the different systems of government such as democracy and autocracy, including totalitarianism.



SUBJECT VOCABULARY

bribery an attempt to persuade someone to do something for you, by giving them money, gifts or something else they want

corruption illegal, bad or dishonest behaviour, usually by people in positions of power

fraud the crime of getting money by deceiving people

military coup a sudden, illegal taking of government power by the armed forces

money laundering the crime of moving illegal money through businesses or banks to make it look like the money was made legally

LET'S GET THINKING

WHO'S IN CHARGE?

Equatorial Guinea is a country on the west coast of Central Africa. It has had one president for over 40 years. President Teodoro Obiang Nguema Mbasogo has ruled the country ever since 1979 after a **military coup**. In 2016, Obiang was re-elected with a majority of 93.7 per cent in an election where 93 per cent of the population voted.

President Obiang has almost total control over the political system with great powers. He can:

- name and dismiss members of the government
- make laws by decree
- dissolve (end) the parliament
- make treaties
- call elections.

Critics accuse President Obiang of silencing opponents in elections, as well as committing election **fraud**, **bribery** and **corruption**.

Equatorial Guinea has become a major oil producer but

76.8 per cent of its population (1.2 million people) live in poverty. In 2019, the Swiss authorities seized 25 luxury cars from President Obiang's son, and sold them to benefit the poor in Equatorial Guinea. The Swiss government has accused the president of stealing money, or **money laundering**, and not using it to benefit the country.



▲ President Obiang and his wife Constanca Mangué

- In the text, President Obiang is in total control of his country and the people lacked a choice of leadership. What type of leader do you think he is?
- In what ways is President Obiang's government **not** a democracy?
- In pairs, research one democratic country. Create a mind map of the features of government found there.
- Using your answers to question 3, how are these features different to President Obiang's government?

SUBJECT VOCABULARY

autocratic regime a state where one person has absolute power. They demand that people obey completely without asking for anyone else's opinion

dictator a ruler with complete power over a country who is often not elected and has usually taken control by force

totalitarian a political system where those in power have complete control and do not allow anyone to challenge them

FIND OUT MORE...

about dictatorships in Theme 3, A2: 'Protecting cultures' and Theme 4, E2: 'Social media: rights and freedoms'.

HOW ARE COUNTRIES GOVERNED?

Countries around the world are governed in many ways. The example you have seen in the 'Let's get thinking' section is an extreme version of governance. It would be described as an **autocratic regime**.

In a democracy, citizens are in control of choosing a government through elections. The government is therefore representative of the people and it makes political decisions on their behalf. However, it is assumed that the elections are fair and free from corruption. In an autocratic state, the leader (or group of leaders) in charge is in total control of all political decision making. While there are elections in Equatorial Guinea, they have experienced electoral abuse and corruption. For example, the leaders of opposition parties, such as Citizens for Innovation (CI), have been put in prison before voting takes place.

A **totalitarian** country has many of the same characteristics but has a set of beliefs that it wants the people to follow. Every aspect of the government is ruled by one person in an oppressive way (treating people unfairly; not giving them rights). For example, in the 1930s, the **dictator** Joseph Stalin transformed the Soviet Union into a totalitarian state by controlling all aspects of life. Today, some countries are still considered to be totalitarian states, such as North Korea, led by Kim Jong-un.

The Democracy Index is compiled by the Economist Intelligence Unit. This division of the Economist Group is made up of highly trained analysts and researchers who provide snapshots of democracy for 167 countries. This data is published yearly and analyses each country's degree of democracy. Based on their scores, each country is divided into one of four types of regime:

- **Full democracies** are countries where people are free to vote, and their rights are taken seriously by the government and the legal system. The legal system is independent of government so will be less likely to be influenced by their power. Examples include Norway and Sweden.
- **Flawed democracies** have free and fair elections and people's rights are respected. However, there may be some lack of media freedom and opposition and critics may be suppressed (prevented from speaking out) to some extent. Examples include Thailand and South Africa.
- **Hybrid regimes** are not free and fair democracies. There might be fraud in elections, corruption and pressure put on opposition to the government. The legal system is essentially controlled by the government. The media is not free to report on the government's activities, so political knowledge is limited. Examples include Algeria and Nepal.
- **Authoritarian regimes** are run by one individual or party. They are usually dictatorships or absolute monarchies, whereby a king or queen rules. Some might have democratic institutions but they have little power. People's rights are ignored, and elections can be fixed. The media and the legal system are state controlled. Any criticism of the government is suppressed. Examples include Brunei and North Korea.



CHECK YOUR UNDERSTANDING

1. Create a poster page on autocracies to include dictatorships and totalitarian countries. Display the main features and give examples of countries for each.
2. In pairs, discuss the differences between a democratic country and an autocratic country.
3. Why might a democratic country be described as 'flawed'?

ACTION LINKS

Carry out your own research and look up the Democracy Index online. Which type of government is there in the country where you live?

- Include the score your country receives in the Democracy Index.
- Give reasons why you think your country has this score.

OTHER POINTS OF VIEW

'A dictator knows all about the country, so should be left to run it.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.



▲ A 1970 Soviet flag portraying Lenin

B2: ABSOLUTE AND CONSTITUTIONAL MONARCHY

LEARNING OBJECTIVES

- You will find out about the concepts of absolute and constitutional monarchy.

LET'S GET THINKING

THE QUEEN'S ROLE IN GOVERNMENT



▲ Queen Elizabeth II

In the UK, the current head of the monarchy is Queen Elizabeth II. She is the head of state but does not take sides in politics and never expresses a view. She does not vote or stand for election.

The Queen undertakes constitutional and representational duties. She carries out many public and voluntary services, such as attending charity events and taking part in government ceremonies. For example, she officially opens each new session of parliament and gives a speech which is written by the prime minister and colleagues. It sets out what the government plans to do in the session. She meets the prime minister regularly in private meetings, during which they discuss the government's plans.

THE ROLE OF THE SULTANS OF BRUNEI AND OMAN



▲ The Sultan of Brunei

The Sultan of Brunei is head of state and the government as well as being the prime minister, defence minister and finance minister. In 1984, Brunei achieved independence from the UK and, since then, the Sultan has suspended the Legislative Council and he has ruled by emergency decree. This means that he can take on special powers and limit citizens' rights. He is the only person who can amend existing laws. There are no elections.

The late Sultan of Oman, Qaboos bin Said, who died in early 2020, was head of state and the government, with the same level of authority as shown by the Sultan of Brunei. He was a relatively popular leader and was praised for lifting Oman out of poverty in the 1970s.



▲ The late Sultan of Oman, Qaboos bin Said

1. Explain the differences between the power held by the Queen of the United Kingdom and the Sultans of Brunei and Oman.
2. What would stop the Queen attempting to take power like the Sultans did? Explain your answer.

WHAT IS A MONARCH?

Monarchy is one of the oldest forms of government. Evidence of monarchies dates back to 3000 BC in places such as Egypt. Monarchies have been present in many time periods and have played a significant role in shaping societies across the globe. The rulers declared themselves kings and decided that their sons would inherit the role. Since then, much has changed, but a monarch still inherits the role.

HOW MUCH POWER?

SUBJECT VOCABULARY

absolute monarch a monarch with unlimited power over the country because there are no constitutional or legal checks

constitution a set of rules that guides how a country works. It may set out the branches of the government, what powers they have, and how they work. It may also state the rights of citizens

constitutional monarch a monarch who has power within the limits of the constitution of the country

The difference between the two monarchs described in 'Let's get thinking' is the degree of power. The UK is a democracy, so the citizens decide who is in power by voting in elections. If a monarch tried to take power, the government would not allow it. In contrast, the Sultan of Brunei is a monarch and a dictator.

A **constitutional monarch** holds the role of king or queen within the limits set out in the country's **constitution**. A constitution declares how the country will be run. Most countries have an official written constitution, a single document defining the rules of the political system and rights of citizens. Very few countries in the world have an unwritten constitution: examples include the UK and New Zealand. This means that there are many laws and agreements in place rather than one single, guiding document.

As of 2021, there are 43 constitutional monarchies across the world, in countries such as Sweden, Japan, Morocco and Malaysia. These monarchies are made up of a diverse network of kings, queens, sultans, emperors and emirs. Some have tried to reduce the size of their royal family to make them become more accountable and focus on providing valuable work for their people.



▲ The Danish royal family celebrate their queen's birthday

An **absolute monarch** has unlimited power and can run the country as they wish. If a country is not a democracy, the people do not have the power to vote against an absolute monarch. A ruler in a country without a constitution can do as they like.

There are few absolute monarchs left: one example you have seen already is the Sultan of Brunei. Other absolute monarchs can be found in the Middle East, in countries such as Qatar and Saudi Arabia.

CHECK YOUR UNDERSTANDING

1. What is a constitution?
2. What are the differences between a constitutional monarch and an absolute monarch?
3. Using your own research, can you identify two different examples of each type of monarchy?

ACTION LINKS

Does the country where you live have a monarch? If so, carry out your own research to find out more about them and the royal family. If not, choose a country you know has a monarch and research further.

- Include what type of monarchy it is: absolute or constitutional.
- State the main roles of the monarchy in this country.
- Discuss how the monarch's role might have changed throughout history.

OTHER POINTS OF VIEW

'Monarchs should not exist because they are not elected by the people.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.



▲ The Japanese imperial family

B3: DEVELOPMENT AND DEMOCRACY

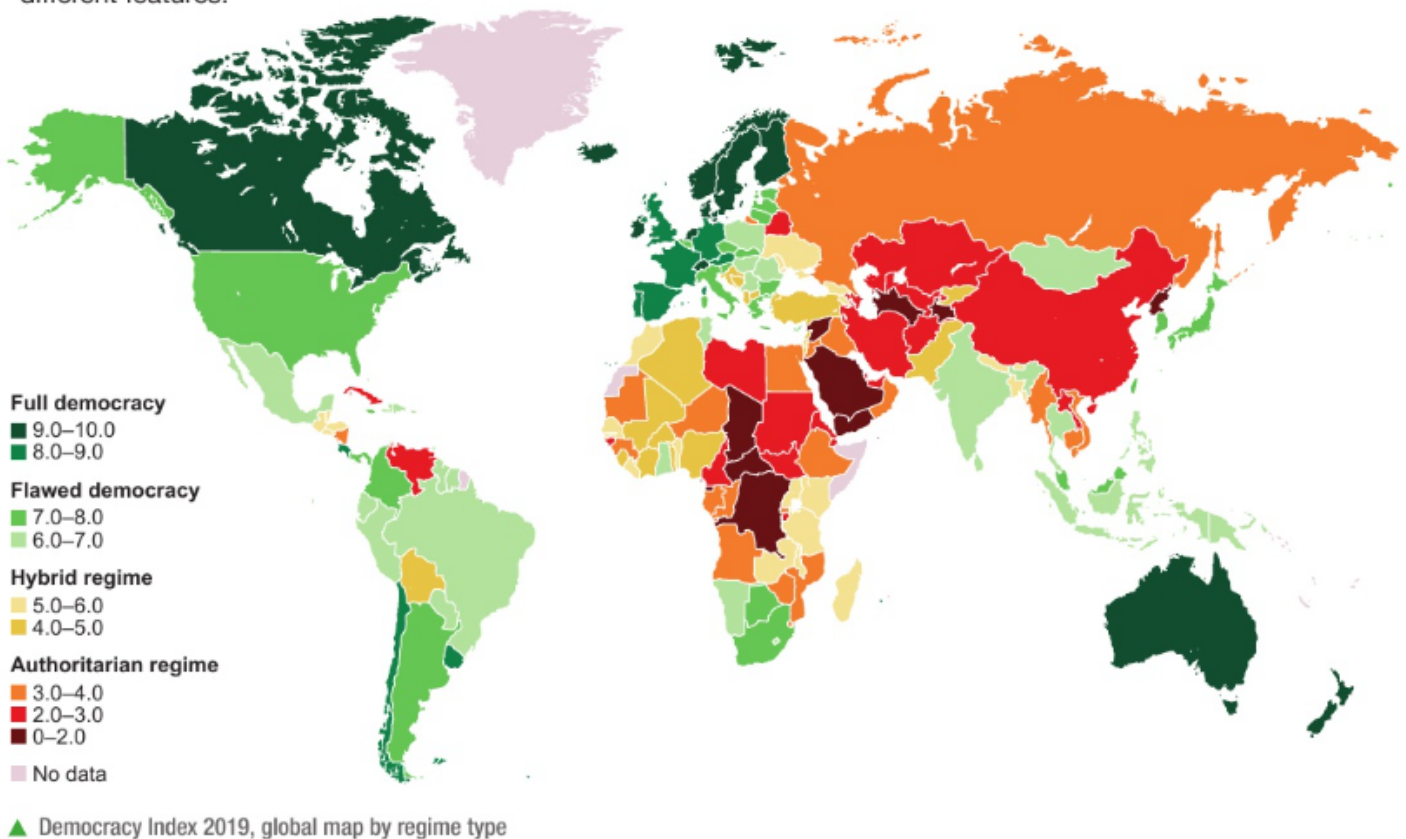
LEARNING OBJECTIVES

- You will find out about the impact that political systems have on the level of development by using the Democracy Index and Human Development Index (HDI).

LET'S GET THINKING

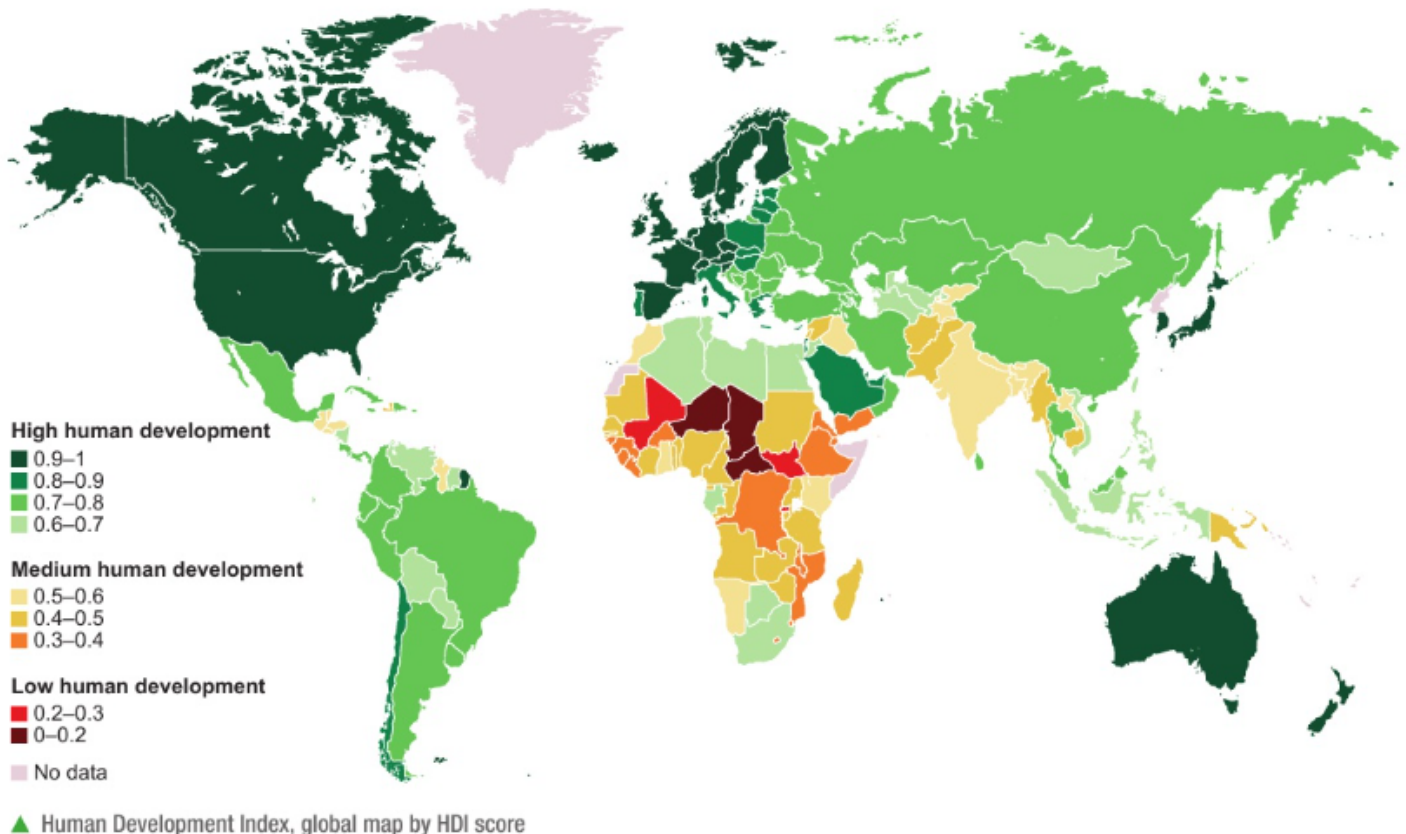
DEMOCRACY INDEX

The level of democracy can be measured on a scale of 0–10, with 10 being the most democratic and 0 being the least democratic. The map below shows four types of political regime, all differing in levels of democracy based on different features.



HUMAN DEVELOPMENT INDEX (HDI)

The **Human Development Index (HDI)** is a measure of wealth and quality of life for humans within a country. It is used to determine the level of human development in 189 countries. HDI measures the life expectancy, education level and income of a country and gives a score between 0–1: the closer to 1, the more developed that country is.



The two maps above show the degree of democracy and the level of development around the world.

- Using a map of the world to help you, identify **four** countries that are examples of:
 - a full democracy
 - a flawed democracy
 - a hybrid regime
 - an authoritarian regime.
- Using a map of the world to help you, identify **three** countries that have:
 - a high HDI score
 - a medium HDI score
 - a low HDI score.
- Compare the two maps. What patterns can you see from the two maps about the relationship between the degree of democracy and level of development (HDI)? Are there any connections between the two?
- Based on your answer to question 3, are there any exceptions to the patterns you've found? If so, why do you think this is the case?

SUBJECT VOCABULARY

Human Development Index (HDI) part of the United Nations Development Programme and a measure of development in a country. It uses income, education and life expectancy to calculate a country's position in the index

FIND OUT MORE...

about the Human Development Index in Theme 2, A1: 'What is economic development?' and A2: 'The Human Development Index'.

SUBJECT VOCABULARY

gross national income (GNI) the total value of goods and services made by a country in one year (including profits made in foreign countries)

infant mortality the number of deaths of children under the age of one year

standard of living the amount of wealth and material comfort available to a person or community

THE HDI

The HDI is produced every year by the United Nations (UN) to compare the level of social and economic development in different countries. To create the index, it uses the following categories:

- life expectancy at birth
- expected years of schooling for children
- mean years of schooling for adults
- income per person.

Income per person is measured by using **gross national income (GNI)**, which is worked out using government statistics. It provides a good picture of the **standard of living** of the average citizen. In general, the populations of countries with a high GNI live longer, are more literate, have better access to safe water and experience lower rates of **infant mortality**.

IS THERE A LINK BETWEEN DEMOCRACY AND DEVELOPMENT?

The maps on the previous page show a connection between democracy and development. You can see that most countries with democracies are in the upper ranges (shown in green) of the HDI.

However, there are autocracies that have achieved higher levels of development. Countries like Brunei, Saudi Arabia and Qatar all have rich oil reserves and small populations, so the income per person is high.

Cuba is another autocratic state that scores highly in the HDI. It has good education and healthcare, which compensates for lower income levels.

CHECK YOUR UNDERSTANDING

1. What is the Human Development Index?

2. In pairs, discuss whether or not you think:

- a. a democratic regime can help a country to develop or prevent development
- b. an authoritarian regime can help a country to develop or prevent development.

3. Copy out the diagram below. In pairs, add the features of each type of political system.



4. Using the diagram, discuss how you think the HDI would change as you move along the scale. Give reasons why.

ACTION LINKS

Go online and search for the website gapminder.org and find the section on 'Dollar Street'. Compare how families live across the world. Do their governments help to meet the families' needs?

- You could choose two or three families from around the world to focus your research. Include information about their income, housing and resources.
- Using your own research, you could find out what type of political system they live in and see if there is a link to the level of development.

OTHER POINTS OF VIEW

'There must be democracy in place in order for a country to develop effectively.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

B4: POLITICS AND COMMUNITIES

LEARNING OBJECTIVES

- You will understand the impact of existing political systems on one high, one medium and one low-scoring community (and individuals) in the Human Development Index (HDI).

LET'S GET THINKING

HDI INEQUALITIES

The Human Development Index has been praised as a measure of development due to its focus on the lives of people. In Europe and Central Asia, HDI scores remain quite high as poverty has been reduced. However, there is evidence of widespread exclusion and inequality. This has been seen in a number of ways:

- a wide life expectancy gap between Western and Eastern Europe since the 1960s
- a wide gap in education levels, with Belarus having an average of 15.5 years of schooling compared with Turkmenistan, which has an average of only 5 years of schooling
- a wide gap in gender equality, with women having a lower participation in the labour force and fewer seats in parliament than men.

HDI is a good measure of development as it gives us a clear picture of inequalities between all countries, regardless of whether they are developed or developing.



1. Why do you think Europe and Central Asia have quite high HDIs?
2. How does inequality exist in Europe?
3. In pairs, come up with reasons why you think gender inequality exists in Europe and Central Asia.
4. Doing your own research, look up the highest and lowest HDI found in both Europe and Central Asia. Can you think of any reasons for the scores?

COMPARING COUNTRIES

In this section, we will focus on three countries from around the world and the possible impact that political systems have on their Human Development Index. See the examples that follow.



SUBJECT VOCABULARY

sanitation the system used to remove dirty water and waste away from buildings to protect people's health

FIND OUT MORE...

about aid agencies in Theme 2, B1: 'Supporting development'.

LOW-SCORING HDI COUNTRY: MALI

Mali has a hybrid democracy. It is a mixed type of political regime, including both authoritarian and democratic features. The president has a lot of power but elections still take place and are reasonably free. As the literacy rate is about 35 per cent, it is difficult to have a representative election because not everyone is able to read and therefore vote fairly. It has a low HDI score, ranking as number 184 in 2019.



Poverty is high in Mali, and much worse in rural areas than in towns: about 90 per cent of those living under the poverty line live in the countryside. The country faces periods of drought and floods, which can wash away crops and ruin homes.

Mali has a population of just over 20 million, with 12 million people who do not have access to adequate **sanitation** and 4 million who do not have safe drinking water. This can bring disease and high infant mortality as children get sick from drinking dirty water. Aid agencies are helping to bring safe water to rural villages, which is reducing the levels of mortality.



MEDIUM-SCORING HDI COUNTRY: PAKISTAN

Pakistan is a hybrid regime and was ranked as number 154 on the Human Development Index in 2019. It is a Muslim majority state. Conflict continues to occur between its neighbours India and Afghanistan, which has hampered many aspects of its development.

The chief of state is the president, while the head of government is the prime minister. The prime minister holds most of the power and can implement laws. However, since 2018, there has been criticism of the government for poor plans for tackling poverty, slow economic growth and huge social inequalities.

The government is required to provide free primary and secondary education for all children. However in 2018, the government stated that 22.5 million children were out of school. Girls were also much more likely to be out of school, creating huge gender inequalities.



Pakistan also struggles to maintain a proper healthcare system, although it has gradually improved over time. In 2020, 92 per cent of the rural population and 100 per cent of the urban population had access to health services. However, most of this healthcare is private and therefore requires citizens to pay for access to services.

Pakistan faces a lot of challenges but has been aiming to make progress towards meeting many development goals.



HIGH-SCORING HDI COUNTRY: DENMARK

Denmark is a nation state with a constitutional monarch. It has a very high level of human development, ranking at number 11 in 2019. Denmark also has a full democracy, and scores highly in the Democracy Index 2019.

Citizens who live permanently in Denmark and are at least 18 years of age are entitled to vote. The party that wins the most seats in parliament forms the government. Its leader becomes the prime minister. The turnout at general elections is high in Denmark compared to other countries, with 80–90 per cent of the electorate casting their vote.





The cost of living in Denmark is high but the state provides many public services. All residents in Denmark have access to the public healthcare system and most services are provided free of charge.

Education is also free for everyone from the ages of 6 to 16, so literacy levels are about 99 per cent. From 16 to 19 years, education is free but not compulsory. In Denmark, people from Denmark and the European Union receive free university education too.

Free services, such as education and healthcare, are due to the taxation system in Denmark. The average Dane pays a total amount of 45 per cent income tax. Danish people pay this money in order to improve the overall quality of life for all citizens.

CHECK YOUR UNDERSTANDING

1. The three countries above have very different circumstances, and this has varying effects on their populations. Draw a table with three columns. Add the headings:
 - a. Politics
 - b. Human development
 - c. Reasons
2. Fill in the columns for each country and use the final column to work out why there are so many differences.
3. Mali has a hybrid democracy but has a low HDI score. In pairs, discuss why you think this is the case.
4. Why do you think Pakistan ranks relatively high in the HDI?
5. How does Denmark manage to provide such good services for its population?

ACTION LINKS

Research how the HDI of your country (or a country of your choice) has changed over the years. What reasons can you give to explain this change? If it has not changed, why might this be the case?

OTHER POINTS OF VIEW

'Wealthier people should pay more tax in order to help their country develop.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

C1: WHAT ARE HUMAN RIGHTS?

LEARNING OBJECTIVES

- You will find out about the nature and types of human rights.

LET'S GET THINKING

CHILD POVERTY



Unequal access to education in developing countries, such as India, can lead to child labour.



Almost half of the refugees worldwide are made up of children. Children are most vulnerable as they start a new life in temporary camps. For example, there are a rising number of camps with Syrian refugees in Turkey, Lebanon and Jordan.



Child poverty in Myanmar makes daily life a challenge for affected children.

- In pairs, look at the children in the images. What needs do you think are not being met due to poverty?
- Discuss, in pairs, how your needs are being met more than the children in the images. Do you have all of your needs met?
- Make your own statement of children's rights. Include everything you think a child needs in order to survive.

SUBJECT VOCABULARY

discrimination when a person is treated unfairly based on their background

freedom the power or right to act, speak or think as you want

human rights things that people are morally or legally entitled to have

HUMAN RIGHTS

Human rights are the rights that every human being should have, simply because they are human. This is regardless of factors such as age, race, gender, colour, religion, nationality and background. Human rights are universal and apply to everyone. They state that every human should be treated as an equal and not be faced with **discrimination**. International human rights outline how governments can promote and protect their citizens' human rights and **freedoms**.

SUBJECT VOCABULARY

convention an agreement covering particular matters, usually between states or governments

declaration a document setting down aims and objectives

enforced made to obey a law

United Nations (UN) an international organisation that tries to encourage peace, co-operation and friendship between countries

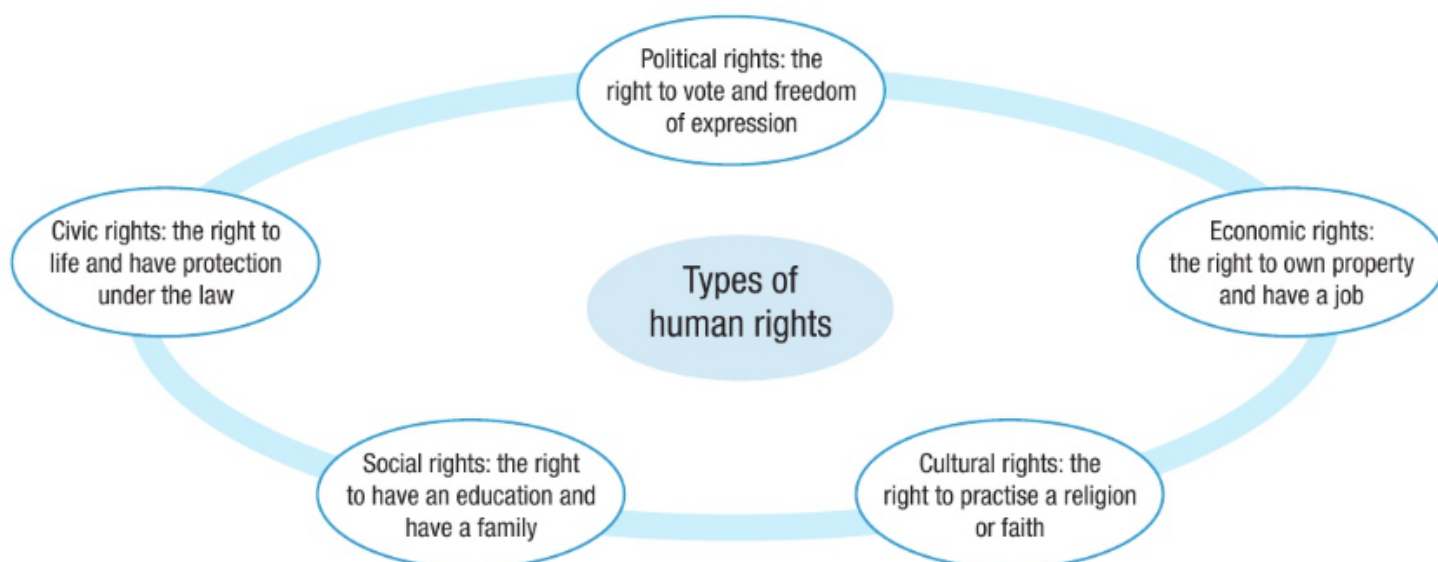
In 1945, the international organisation known as the **United Nations (UN)** emerged after the Second World War. It was set up to promote international co-operation and prevent another conflict. There were 51 members when it began: now, there are 193! It has developed two important documents to protect people by setting out their moral rights. One defines human rights for all and the other is specifically for children.

- The Universal **Declaration** of Human Rights (UDHR) was established in 1948 and is generally accepted but it cannot be **enforced** if a country does not agree to make it part of their law.
- The **Convention** on the Rights of the Child was established in 1989 and says that governments should think about the needs of young people and consult them about matters that affect their lives.

The UDHR comprises 30 human rights that all people are entitled to. Here are some of the rights that everyone should have:

- the right to food and clothes
- the right to shelter
- the right to education
- the right to work
- the right to healthcare
- the right to follow a religion
- the right to fair conditions at work
- the right of minorities to be treated like the majority.

The UDHR covers all sorts of rights. See the types of rights in the diagram below:



FIND OUT MORE...

about the United Nations' work in Theme 1, D1: 'The development of international law'; Theme 2, B1: 'Supporting development', D1: 'Developing the MDGs' and D2: 'Developing the SDGs'.

The history of human rights has been (and still is) a long and challenging journey. People in many countries are not free to live a life that ensures their well-being. If these basic needs are not met, they will struggle to look after themselves and their children.

CHECK YOUR UNDERSTANDING

1. What is the United Nations organisation? Why was it formed and what does it aim to do?
2. What are the aims of the UDHR and the UN Convention on the Rights of the Child?
3. Draw a copy of the diagram showing the types of human rights. In pairs, add more examples of each type of right. (You can use a copy of the UDHR found on the United Nations website.)
4. Research the types of human rights that children should have. Make a list and then place them into the following categories: political, economic, civic, social and cultural.

ACTION LINKS

Find out more about the UDHR and the Convention on the Rights of the Child.

- Discover the history of human rights and how key events have led to the shaping of the UDHR today.
- Research how the UDHR and Convention on the Rights of the Child differ throughout the world.
- Compare children's rights in your own country and a country with a different income from yours. Is there a difference? If so, why?

OTHER POINTS OF VIEW

'No country should interfere in the laws of another country.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

C2: PROTECTING PEOPLE'S WAY OF LIFE

LEARNING OBJECTIVES

- You will find out about the UDHR articles and the different cultural interpretations of these rights.

SUBJECT VOCABULARY

article a separate part in a written document, such as a legal agreement

LET'S GET THINKING

ARTICLES FROM THE UDHR

The **articles** of the UDHR protect almost all aspects of our lives. Here are some examples of articles that look specifically at political, economic and social activities.

Article 18: Freedom of thought, conscience and religion

You have the right to your own thoughts and to believe in any religion. You are free to practise your religion or beliefs and also to change them.

Article 19: Freedom of opinion and information

You have the right to hold and express your own opinions. You should be able to share your opinions with others, including people from other countries, through any way you choose.

Article 21: Right to participate in government and elections

You have the right to participate in your government, either by holding an office or by electing someone to represent you.

You, and everyone else, has the right to serve your country.

Governments should be elected regularly by fair and secret voting.

Article 25: Right to adequate standard of living

You have the right to the things you and your family need to have a healthy and comfortable life, including food, clothing, housing, medical care and other social services.

You have a right to help if you are out of work or unable to work.

Mothers and children should receive special care and help.

- Using your own research, investigate how the rights above affect both your life and where you live. Create a table with two columns and a list of examples for each.
- In small groups, compare your tables. Are there any similarities or differences in your findings?

LIVING TOGETHER

As you will have learned in C1: 'What are human rights?', the UDHR is a document that outlines people's rights and freedoms. Nearly every state in the world accepts it, and it forms the basis of many international conventions and treaties.

The human rights in the articles listed here are all about giving people the freedom to live their lives without interference from others:

- **Article 18** tells us that people should have the right to practise their own religion. However, this is not accepted in all countries and cultures. People can be persecuted for having a different religion.
- **Article 19** tells us that people should be able to hold opinions of their own without challenge. Many countries have laws which set some constraints on this freedom. In the UK, it is against the law to say things that will cause hatred towards other people, including their colour, race, disability, nationality, ethnic or national origin, and religion.
- **Article 21** tells us that people should be free to vote in elections if democracy is to work. Without democracy, people are often not free to carry out many of the articles of the UDHR.
- **Article 25** tells us that people should have an adequate standard of living and access to services. However, due to poverty and many inequalities, families around the world lack these rights and struggle to survive each day.

The UDHR is a universal document, which means that it applies to all people. However, it is not legally binding, therefore citizens in some countries may not have all of their rights met.

SUBJECT VOCABULARY

individualism the idea that the freedom of thought and action of a person (individual) is the most important thing in society, rather than shared effort or responsibility

The UDHR has also faced criticism for reflecting Western values, such as **individualism**, and not considering other cultural values. There are rights – such as freedom of expression – that are assumed in countries like the USA. This values the individual's right to speak freely and voice opinions, but in authoritarian countries such as Chad it is limited in order to preserve national security and maintain public order.

CHECK YOUR UNDERSTANDING



1. Write a sentence explaining how each of these images is related to the UDHR. In pairs, compare and discuss your answers.
2. How might the UDHR articles affect people's views?
3. Why is it important for people to have human rights?
4. In pairs, discuss why human rights might be viewed differently around the world.

ACTION LINKS

Go online and research one country to investigate their human rights achievements.

- You could use the website goodhumanrightsstories.net. Find the 'Stories' section and choose a country from the dropdown menu.
- Include examples of the main human rights achievements in your chosen country.
- What types of rights are being met and who are fighting for their rights in this country?

OTHER POINTS OF VIEW

'Everyone has the right to say and do what they want as is their entitlement.'

Do you agree with this statement?

Give reasons for your opinion, showing you have considered different points of view.



▲ The Court of Human Rights in Strasbourg

C3: HUMANITARIAN ACTION IN PROTECTING HUMAN RIGHTS

LEARNING OBJECTIVES

- You will find out about human rights during conflict and how the UN intervenes.



LET'S GET THINKING

HUMANITARIAN ACTION AND PEACEKEEPING FORCES

The United Nations (UN) has agencies that look after the world's welfare. One of these is the United Nations High Commission for Refugees – or UNHCR – which supports the well-being of refugees.

Ongoing political upheaval (big changes that cause a lot of problems) in Venezuela has led to more than 4 million people leaving the country in 2019. This is mainly due to threats of violence and political insecurity. There have been shortages of food, medicine and other essential services.

Many refugees have travelled over the Venezuelan border to Brazil. The UNHCR has been working in Brazil to meet their needs, such as setting up temporary shelters and providing relief items, including food, drinks, fountains and medicines. The UNHCR is also helping to register refugees in the country and supporting them to find work or training opportunities.

You can always recognise UN troops because they wear blue helmets. They are known as 'peacekeepers'. You can see them here, saving a baby from potential danger.



1. Look at the image. How is this peacekeeper promoting children's rights in Venezuela?
2. What support does the UN offer refugees?
3. Using your own research, find some other examples around the world where the UN might be called upon to help.

FIND OUT MORE...

about refugees in Theme 3, B1: 'The growth of migration'.

THE ROLE OF THE UNITED NATIONS

Keeping the peace and protecting human rights around the world are key aims of the UN. Member countries benefit from this and commit to providing resources to support the work.

Decisions about what to do when there is a humanitarian crisis are made by the Security Council of the UN. There are five permanent members of the Security Council: France, the UK, the USA, China and Russia. Other members are elected from Africa, Asia, Europe, Latin America and the Caribbean. Representatives must be in New York all the time so they can deal with emergencies.

Member countries all contribute to the work of the UN. The amount they give is based on the wealth of each country, so wealthier countries will give more than poorer ones.

HUMANITARIAN RIGHTS

If there is a conflict, such as political upheaval, war or an environmental disaster, people are often deprived of their human rights. The UN and other agencies arrive to help – as you have seen in 'Let's get thinking' with Brazil. More than 50 years ago, the UNHCR was set up to help refugees trying to escape such problems. Since then, they have supported more than 50 million people globally.



FIND OUT MORE...

about the role of organisations that support human welfare in Theme 2, B1: 'Supporting development'.

SUBJECT VOCABULARY

endemic a commonly found disease among particular people or within a certain place

paralysis a condition where you cannot move all or part of your body because of an illness or injury

The UN also helps people by supporting projects that involve issues concerning, for example, human rights, health or the environment. For example, UNICEF, the World Health Organization (WHO), Rotary International and the US Center for Disease Control and Prevention are working together on a project to end polio. Polio is a disease that can cause **paralysis**, often in children. The project gave children vaccines to ensure they did not get the disease. As a result, the number of children affected by polio has reduced by 99 per cent since 1988. It used to be found in 125 countries but was only **endemic** in two countries in 2020 – Afghanistan and Pakistan.

A COUNTRY'S DUTY

Countries make their own contributions to the UN to help protect people. But governments might also have their own laws to protect the rights and freedoms of citizens who have different beliefs or points of view. This could be in relation to disability, race or religion. Behaviours that do not respect others' rights and freedoms, such as assault, robbery or damage to property, are often considered to be crimes and are against the law.

CHECK YOUR UNDERSTANDING

1. What does the UNHCR do?
2. How long has the UNHCR been carrying out its role?
3. How does someone become a refugee? In pairs, discuss the factors that might force a person to leave their country.
4. Why do you think the UN might be more effective than individual countries at providing help in a humanitarian crisis?

ACTION LINKS

Research the work of the UN to support refugees. Has the country where you live had any role in supporting refugees? You could use the UNHCR website to help you.

OTHER POINTS OF VIEW

'If people leave their country, they should look after themselves.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

C4: RIGHTS AND FREEDOMS

LEARNING OBJECTIVES

- You will find out about respecting people's rights and freedoms and the impact on law.

LET'S GET THINKING

RESPECTING OTHERS' RIGHTS AND FREEDOMS



Celebrations around the world can involve setting off loud fireworks and attracting large crowds of people.



Holiday season causes large numbers of travellers to travel by aeroplane. This involves a lot of queuing and waiting around.



Sometimes road closures occur that can disrupt or change a person's journey. This can be unexpected and can create many transport problems.

The images show activities that do not violate (disobey) any human rights but might have an impact on other people.

1. Discuss in groups what impact the activities might have on people's lives.
2. Why are no human rights being violated here?
3. Think of some more examples of when your freedom is restricted but there isn't a violation of your human rights.

EVERYONE'S RIGHTS?

The UDHR outlines the human rights we are all entitled to. However, there are times when one person's rights can affect other people. Citizens have a duty to make sure that they respect the rights and freedoms of others and the law.

FREEDOMS

Freedom refers to the power or right to act, speak or think as you want. It can mean many different things to different people: it might mean the opportunity to speak freely, to choose your job or to have money in order to afford to do the things you want. Freedom also refers to not being imprisoned (put in prison or a situation like prison).

Being able to make choices in life is a freedom, but it can also affect other people. Your decisions, actions and behaviours will affect others, just as theirs will affect you. Respecting others' rights and freedoms means that you will all benefit from living freely.

FIND OUT MORE...

about free speech in Theme 4, C3:
'Censorship and bias'.

SUBJECT VOCABULARY

moral responsibility behaving in a good way towards others by following certain values (e.g. honesty, fairness, etc.)

responsibilities something that it is your duty to do or look after

SUBJECT VOCABULARY

treason the crime of not being loyal to your country (e.g. helping its enemies or trying to overthrow the government)

FIND OUT MORE...

about laws protecting the environment in Theme 2, C5: 'Protecting and adapting to the environment'.



RESPONSIBILITIES

Rights come with **responsibilities**. This refers to your duty to do or look after something. For example, it is not fair if you expect the right to freely express yourself but then stop others from doing the same. You must be aware of the rights of others and behave in a responsible way. We therefore have a responsibility to other people in order to protect their rights and freedoms.

A MORAL RESPONSIBILITY?

Vulnerable people such as the elderly, pregnant woman and those with physical disabilities have the right to feel safe, protected and comfortable. In many countries, such as the UK and Japan, there is usually priority seating on public transport for vulnerable people. However, there are no laws to provide seats for them. Younger and more able people therefore have a **moral responsibility** to give up their seat, so that a vulnerable person is less at risk of hurting themselves.

WHY DO WE HAVE LAWS?

Every country has a set of laws that people follow, which are set by the state. Police ensure that laws are followed and the courts punish people who break them.

We have laws to protect people from being harmed by others, such as preventing criminal acts like fraud, or neglecting children and vulnerable adults. Laws can give things to particular citizens, such as the right not be discriminated against (e.g. in terms of age, gender or religion). They can also protect the country as a whole, such as laws to stop **treason** or to protect the environment.

For example, there is a plastic bag ban in Kenya. The aim of the law is to stop plastic pollution, which is damaging drainage systems and harming cattle, as they would eat the plastic bags. Since the ban in 2017, the government claims that 80 per cent of people have stopped using plastic bags and litter has been reduced. By respecting the law, people in Kenya are able to benefit from the effects of everyone else's actions.

Sometimes, people might challenge the law if they feel it does not respect their rights or freedoms. For example, in 1963 Martin Luther King Jr spoke for racial equality in Washington D.C., USA. He was joined by 200,000 demonstrators. This event led to changes in civil rights laws, which made discrimination on the basis of colour, race, gender, religion or nationality illegal.

CHECK YOUR UNDERSTANDING

1. What is a right? Provide some examples.
2. What are freedoms? Provide some examples.
3. In pairs, discuss some real-life examples of moral responsibility.
4. How does the law affect people's rights and freedom? Does it support rights and freedoms, or limit them?
5. How might laws be changed to ensure all people's rights and freedoms are met?

ACTION LINKS

People might take part in protests or strikes when they feel their rights are not being met and they want to challenge the law. Research key events around the world when people have fought for their rights while still upholding the law. Give reasons why people have taken part.

OTHER POINTS OF VIEW

'I have my freedoms. I'm not bothered about other people.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

D1: THE DEVELOPMENT OF INTERNATIONAL LAW

LEARNING OBJECTIVES

- You will find out about the origins and development of international law.



SUBJECT VOCABULARY

damages money that is paid to someone by a person or organisation who was responsible for causing injury or loss

SUBJECT VOCABULARY

international law a body of rules, treaties or conventions recognised and followed by countries who agree to their terms

negotiation a discussion with someone in order to reach an agreement with them

LET'S GET THINKING

THE RULING OF THE COURTS

Zura Bitiyeva was locally well known as a human rights leader in Chechnya when the country was at war with Russia. Zura had complained to the European Court of Human Rights (ECHR) in 2000 about ill-treatment when she was illegally held by the Russian authorities. However, before the ruling was decided, Zura and her family were executed (killed as a punishment) in 2003.

The court ruled that Russian forces were responsible for Bitiyeva's illegal detention, the inhuman and degrading treatment she suffered during detention, and for her subsequent death. Russia was ordered by the court to pay 85,000 euros in **damages** to Bitiyeva's daughter, who was living as a refugee in Germany.

1. In pairs, discuss why it is important for courts to handle the cases of individuals like Zura.
2. Why is it important to have courts, like the ECHR, that have the power to rule across many countries?
3. Why do you think the penalty was a fine rather than convicting the individuals responsible? Do you think this was fair? Why or why not?
4. Why might a country be against an international court having control over their criminal laws?

INTERNATIONAL LAW: THE BEGINNINGS

International law is a set of rules that are recognised and followed by a country that agrees to their terms. Laws have existed in various forms since before the Roman Empire. As the Romans acquired land, many laws were created that could apply to both citizens and foreigners.

Modern versions of international law have developed since, such as the League of Nations, which was set up in 1919 after the First World War. Its aim was to keep the peace and settle international disputes (disagreements) through **negotiation**. It finally broke down at the outset of Second World War in 1939. After the war ended in 1945, the United Nations (UN) was set up. This led to the development of international law as we know it today.

SUBJECT VOCABULARY

UN Charter a treaty of the UN that aims to uphold the human rights of citizens across countries. All members are bound by its articles

When a country joins the UN, they agree to accept the **UN Charter**. The four purposes of the charter are:

- to maintain international peace and security
- to develop friendly relations among nations
- to co-operate in solving international problems and promote human rights
- to be a centre for harmonising the actions of nations.

There are other agreements that have also been established with the aim of protecting the rights and freedoms of people. For example, the European Convention on Human Rights (ECHR) is a treaty that ensures that the human rights of people in countries that belong to the Council of Europe are protected (see D3: 'International courts'). It came into effect in 1953 and it was based on the United Nations' UDHR.

THE GENEVA CONVENTION

SUBJECT VOCABULARY

civilians people who are not in the military or the police

Geneva Convention a series of agreements that set out how people, such as enemy soldiers, doctors and civilians should be treated in time of war

In 1949, soon after the Second World War ended, the **Geneva Convention** was formed. It was an important milestone, as it contributed to the formation of international humanitarian law. It has rules that set out how people, such as enemy soldiers, doctors and **civilians**, should be treated in times of war to protect them as much as possible. For example, they should not be mistreated, they should be offered food and be allowed to communicate with family. It has been updated on several occasions since. It has been signed by 196 countries.



CHECK YOUR UNDERSTANDING

1. Why is 1945 an important date for the establishment of international law?
2. Why is important to have laws that cross international boundaries?
3. Using your own research, find out more information about the ECHR and how it protects people's rights and freedoms.
4. Work in pairs or small groups to create either a poster, presentation or video on the role of the Geneva Convention. Include:
 - a. why it is important
 - b. why it should be amended over time
 - c. relevant examples.

ACTION LINKS

There are many laws in place today to protect you in your everyday life. It took a long time to develop the laws. How do you think laws were created in the first place? How do you think they changed over time?

- You could research the history of law making and create a timeline of the key events that took place throughout history until today.
- Look at the key events and choose three that you believe to have had the most impact on today's current laws.

OTHER POINTS OF VIEW

'People should appear in a court of law in the country where they committed the crimes.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.



D2: THE MAKING OF INTERNATIONAL LAW

LEARNING OBJECTIVES

- You will find out how the United Nations has had a role in shaping international law.

LET'S GET THINKING

INTERNATIONAL LAWS, TREATIES AND AGREEMENTS

Here are just a few of the conventions and treaties that the UN has developed as part of international law:



International Convention on the Elimination
of All Forms of Racial Discrimination (1969)

International Covenant on Civil and
Political Rights (1976)

International Covenant on Economic, Social and
Cultural Rights (1966)

Convention on the Elimination of All Forms of
Discrimination against Women (1979)

United Nations Convention on the Law of
the Sea (1982)

Convention on the Rights of the Child (1989)

Comprehensive Nuclear-Test-Ban Treaty (1996)

Convention on the Rights of Persons
with Disabilities (2006)

1. What are the conventions and treaties trying to achieve?
2. In pairs, discuss the importance of having laws for these topics. What consequences would there be if the laws did not exist?
3. Can you think of any other issues that need international agreements?

THE UN AND INTERNATIONAL LAW

The UN Charter asks the UN to help settle international disputes and to encourage the development of international law. This body of law helps economic and social development because countries know that everyone has to abide by the same rules.

Apart from human rights and peacekeeping, the UN has worked to provide a set of laws that protect different areas, such as the environment or regulating migrant labour.

The International Legal Commission is a group of people who were brought together by the UN because of their expertise in the various types of law around the world. They guide and advise the UN in the creation of new laws. They might consult the International Court of Justice (ICJ) or other UN agencies to help them.

FIND OUT MORE...

about UN international law in Theme 1, D4: 'Campaigning for international law'.

THE TREATIES, CONVENTIONS AND DECLARATIONS

The agreements drawn up by the UN and other organisations have a variety of names. The treaties and conventions cover a broad range of subjects, such as human rights, military action and protection of the environment.

Treaties and conventions are formal written agreements between countries which can be enforced by law. A declaration is a similar agreement, but it does not carry the weight of the law. The Convention on the Rights of the Child can therefore be enforced, whereas the Universal Declaration on Human Rights (UDHR) may be signed by many countries but it cannot be legally enforced. Although it is not legally binding, the rights and freedoms in the declaration have been added into many countries' laws, such as European Union (EU) law.

FIND OUT MORE...

about the European Union in Theme 2, E1: 'Why do countries work together?'

THE ROLE OF THE UN GENERAL ASSEMBLY

The General Assembly is the main forum for the UN. It is made up of representatives from each UN member state and it is the place where international law is discussed and approved. This includes issues such as peace and security.

International law has become more and more important when looking at many issues, including human rights law and international humanitarian law. When work on an issue is complete, the General Assembly have the power to call a conference to bring all the countries together so they can sign the agreement.



FIND OUT MORE...

about the Paris Agreement in Theme 2, C5: 'Protecting and adapting to the environment'.

CASE STUDY: THE PARIS AGREEMENT – AN EXAMPLE OF THE WORK OF THE UN

The Paris Agreement came into force on 4 November 2016 and was the first ever legally binding global climate change agreement. The UN's Framework Convention on Climate Change's (UNFCCC) 21st Conference of Parties (COP 21) was set up by the UN's Climate Change Agency.

It sets out a global framework to avoid dangerous climate change. For example, it aims to:

- limit global warming to below 2°C and pursue efforts to limit it to 1.5°C
- help countries to deal with the impacts of climate change
- lower greenhouse gas emissions while protecting the world's ability to produce food.

CHECK YOUR UNDERSTANDING

1. What are treaties, conventions and declarations?
2. Why is the Paris Agreement important?
3. Create a poster outlining the role of the UN in making international law.
4. In your class, give out the following UN roles:
 - a. delegates (i.e. countries that make up the general assembly)
 - b. President of the Security Council (i.e. who supervises the general assembly)
 - c. Secretary General (i.e. the head of organisation).

You must debate a law of your choice and decide whether or not it should be passed.

ACTION LINKS

Create a set of laws that must be in place in order for your school to run effectively. Why do you think it is so important to have rules to follow?

OTHER POINTS OF VIEW

'International laws and agreements threaten the sovereignty of countries.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.



▲ The signing of German Peace Treaty, to negotiate post First World War conditions, in Versailles, 28 June 1919

D3: INTERNATIONAL COURTS

LEARNING OBJECTIVES

- You will find out about the key institutions of international law and their roles.



SUBJECT VOCABULARY

International Criminal Court (ICC) a permanent, international court that judges criminals who might have committed crimes against the international community

LET'S GET THINKING

THE VANDAL OF KATHMANDU



▲ Ahmad Al Faqi Al-Mahdi at his trial

In 2016, Ahmad Al Faqi Al-Mahdi pleaded guilty (said that he was responsible) in the **International Criminal Court (ICC)** for the war crime of attacking religious and historical buildings in the city of Timbuktu in Mali. Al-Mahdi was the first person convicted by the ICC for such a crime. He was sentenced to nine years in prison. The monuments have since been restored but around 4,000 ancient manuscripts were lost, stolen or burned during the events.

The chief prosecutor said:

'Let us be clear: what is at stake is not just walls and stones. The destroyed mausoleums were important, from a religious point of view, from an historical point of view, and from an identity point of view.'

1. Why were these buildings important?
2. Why would someone want to destroy them?
3. Why should Al-Mahdi be tried at the International Criminal Court rather than locally?

SUBJECT VOCABULARY

genocide a deliberate attempt to kill or destroy a group of people based on their nationality, ethnicity, religion or race

THE INTERNATIONAL CRIMINAL COURT

The International Criminal Court (ICC) started work in 2002. Its objective is to deter (make somebody decide not to do something) potential criminals from committing the worst crimes against the international community. It offers justice to victims of atrocities (violent acts), including **genocide**, crimes against humanity, war crimes and the crime of aggression. The Rome Statute Treaty (1998) serves as the guiding legal document on crimes and procedures.

The ICC is only used when national courts are unwilling or unable to prosecute criminals or when the United Nations Security Council or a national government refers a case to the court.

There has been opposition to the court: for example, the USA did not sign the Rome Statute Treaty. It did not want the ICC to have the power to put American citizens on trial for crimes they committed in the USA. This was a threat to the US courts' power. Other countries have considered the court to be biased against them and undermining their sovereignty. South Africa and Burundi have decided to withdraw due to pressures from the ICC to arrest their leaders, which could lead to unrest and changes to their regimes.

THE INTERNATIONAL COURT OF JUSTICE



SUBJECT VOCABULARY

International Court of Justice (ICJ) the main legal court of the UN. It settles disagreements between countries and is sometimes called the World Court

The **International Court of Justice (ICJ)** is the main court of the United Nations, and is sometimes known as the World Court. It is based in the Netherlands. It decides on disputes between countries. If states agree to take part, they must accept the court's decision.

The court has the power to settle disputes between countries regarding issues such as territory and nationality. These disputes are settled in accordance with international law and judges will declare their verdict in court. The ICJ also offers advice on legal opinions such as admissions to the UN and it has often been granted the power over decisions by treaties or conventions.

SUBJECT VOCABULARY

Council of Europe a body of 47 member states that aims to protect human rights and democracy in Europe

European Court of Human Rights the court of the Council of Europe. It deals with people of countries that do not respect the European Convention on Human Rights

European Court of Justice (ECJ) a court that judges people and organisations who may have broken European law

THE EUROPEAN COURTS

The **European Court of Human Rights** is the court of law of the **Council of Europe**. It is based in Strasbourg, France. There are 47 member countries, which each elect a judge.

The court ensures that member countries of the Council of Europe respect the European Convention on Human Rights (ECHR). It examines complaints about violations of human rights. They can be made by individuals or member states.

When the court finds that a member state has broken the rules of the convention, it explains why in a written judgement. Judgements are binding and the countries concerned must accept them.

The **European Court of Justice (ECJ)** is an EU organisation. A judge is appointed by each of the EU's member countries. It considers disputes about people or organisations who have broken EU law.

CHECK YOUR UNDERSTANDING

1. Why is there a need for international courts?
2. Why do you think some countries are opposed to the courts?
3. Create a fact file explaining the work and responsibilities of each court. Be careful. It is easy to confuse them!
4. In pairs, discuss whether you think international courts are always effective. Why or why not?

ACTION LINKS

Find out if the country where you live (or a country of your choice) has been involved in any of the international courts.

- Include examples of any cases that have occurred.
- What was the outcome of the case(s)?
- Did it receive global attention?

OTHER POINTS OF VIEW

'We only need one court to sort out the world's problems.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

D4: CAMPAIGNING FOR INTERNATIONAL LAW

LEARNING OBJECTIVES

- You will find out about the importance of organisations in campaigning for international law.

SUBJECT VOCABULARY

indigenous people communities who originate from, or are attached to, an area where modern countries have since been established

LET'S GET THINKING

THE SURVIVAL OF INDIGENOUS PEOPLE

Indigenous people are usually the original residents of an area. They have their own distinct (different and separate) cultures and languages. Often, their lands have been colonised and taken over by others. There are about 4,786 million indigenous people around the world. Examples of indigenous people include the Yanomamo in the Amazon and the Maori of New Zealand.



It is hard for indigenous people to express their interests as their needs are often not considered to be a priority by ruling powers. For example, in the tropical rainforests of Brazil and Indonesia, indigenous people's livelihoods have been destroyed due to deforestation, logging, mining and other development projects. Organisations such as Cultural Survival aim to support indigenous people in their struggles and defend their rights.

Cultural Survival has helped indigenous people to be recognised more fully in international law. The UN has organised conferences which have led to change. The European Union produced a resolution that included the statement that indigenous people have the 'right to determine their own destiny by choosing their institutions, their political status, and that of their territory'.

1. What is meant by the term 'indigenous people'?
2. Tropical rainforests are being destroyed rapidly all over the world. What problems will this create for the indigenous people living there?
3. Why might it be difficult for indigenous people to stop the destruction of the environment?
4. How do organisations like Cultural Survival help indigenous people?
5. In pairs, think of more ways that indigenous people could be protected and give reasons why they *should* be protected.

FIND OUT MORE...

about social movements and raising awareness in Theme 2, C3: 'Economic development and climate change'; Theme 3, C1: 'Connecting with global events' and Theme 4, C1: 'Campaigns and technology'.

SUBJECT VOCABULARY

charity a group or organisation set up to provide help or raise money for those in need

non-governmental organisations (NGOs) groups set up to work independently of any government. Their purpose is to address a social or political issue

social movement an effort organised and co-ordinated by people to achieve a goal, usually a social or political one

MAKING A DIFFERENCE

The UN and the European Union have a wide range of laws that support people all over the world. However, attitudes and ideas change over time, so laws need to be adapted to reflect this. The EU resolution in 'Let's get thinking' is an example of a right that is covered by the UDHR, but it is not legally enforceable. Therefore, new laws were needed to give indigenous people their rights.

Indigenous people around the world come together to form **social movements** in order to challenge laws and bring about change. The fight for women's suffrage and civil rights are other significant examples of social movements. Today, it can still be difficult for groups of people to have the power to bring about change or protect themselves. There are many organisations who can help.

- **Charities** are organisations set up to provide help for those in need. For example, ActionAid is a charity set up in the UK that operates internationally. It works with girls and women living in poverty.
- **Non-governmental organisations (NGOs)** are non-profit, voluntary citizens' groups that are organised on a local, national or international level. They might be a charity too. For example, Médecins Sans Frontières (Doctors Without Borders) provides medical assistance to those facing a humanitarian disaster.

CASE STUDY: THE FUTURE OF SPACE

Treaties and conventions need updating or changing as global events and social movements happen. Space exploration is just one example. When the Outer Space Treaty was set up in 1967, space travel was very limited. Today, businesses see space as an opportunity to discover new natural resources; however, for now, no country can own a celestial object or claim any land in space.



There are countries making laws that give permission for businesses based in their territories to extract natural resources in space. They can be mined from asteroids or planets in the form of minerals. There is, therefore, a need for international laws to be drawn up before countries start to exploit space.

Work has begun at the International Institute of Air and Space Law in the Netherlands. A framework is being drawn up in the hope that a plan can be agreed by all countries to avoid exploiting space.

CHECK YOUR UNDERSTANDING

1. In pairs, discuss the similarities and differences between a charity, an NGO and a social movement.
2. Using your own research, find an example of indigenous people in the world who are in need of protection. Why do they need support?
3. Are there any innovations, apart from space exploration, that might need to be controlled by international law? Give reasons for your answer.

ACTION LINKS

In the country where you live (or a country of your choice), look at how charities, NGOs, social movements and other organisations have helped to raise awareness of particular issues.

- Give examples of local, national or international charities and NGOs.
- State what their actions are and how successful they have been.
- Investigate an individual that you are interested in who has a high charitable profile, such as any political or religious leader.

What could you do to campaign for these causes?

OTHER POINTS OF VIEW

'People should rely on governments to stand up for their rights rather than depend on charities.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

EXAM PRACTICE

SOURCE A

AN IRISH REFERENDUM

In Ireland, there is an increasing political interest in protecting the rights of children. On 10 November 2012, Ireland held a referendum where 58 per cent of citizens voted in favour of improving the care and protection of children.

If a child is considered at risk of poor parenting, the government has the responsibility to supply a safe and supportive environment for that child.

The referendum was signed into law on 28 April 2015.

A GREEK REFERENDUM

After the 2008 financial crisis, there was a downturn in the Greek economy. The government planned to borrow money from the European Union to help boost the economy. However, there were many conditions attached to the loan. If Greece accepted it, this would have led to hardship for many of its citizens.

A referendum was held to ask the population if this was acceptable. More than 60 per cent of the population voted against it.

Despite the vote, the government borrowed the money only three days later. The prime minister led his party to victory at the next election.

SKILLS CRITICAL THINKING

- 1** A referendum is a vote by everyone:
- A over 25
 - B who works
 - C in that country
 - D permitted to vote.
- (1 mark)

SKILLS CRITICAL THINKING

- 2** A method of selecting someone for an official role is called:
- A a selection
 - B a referendum
 - C an election
 - D an appointment.
- (1 mark)

SKILLS CRITICAL THINKING, ANALYSIS

- 3** Using Source A, state **two** differences between the Irish and Greek referendums.
- (4 marks)

SKILLS CRITICAL THINKING, INTERPRETATION

- 4** Explain the difference between a representative democracy and a direct democracy.
- (2 marks)

SKILLS CRITICAL THINKING, ANALYSIS, REASONING/ ARGUMENTATION, DECISION MAKING

- 5** 'Holding referendums is the best way of governing a country.' Examine the arguments for and against this statement.
- (9 marks)

SOURCE B

ELECTION FRAUD IN MALAWI

The results of the 2019 presidential election in Malawi, which declared that Peter Mutharika was the winner, were cancelled in court. Judges decided that there was evidence of fraud. They found that correction fluid had been used to change votes and many were unsigned. The existing President Mutharika received 38.57 per cent of the vote and his main opponent, Lazarus Chakwera, got 35.41 per cent. It was claimed that more than 1.4 million votes out of 5.1 million were affected by fraud.

The president, who was standing for re-election, was also president of the electoral commission which ran the election. The commission failed to manage the election properly because it had not noticed the abuses of power. The country's anti-corruption body arrested a top businessman for apparently trying to bribe the five judges hearing the case.

There have been, and still are, many autocratic rulers in Malawi who threaten democracy. The struggle for democracy has often involved public demonstrations that have been suppressed by the police and the army.

SKILLS CRITICAL THINKING

- 1 An autocratic ruler:
- A allows the population to make political decisions
 - B controls all the decisions within their territory
 - C accepts that decisions are made by the United Nations
 - D allows the police and the army to make decisions.
- (1 mark)

SKILLS CRITICAL THINKING

- 2 What proportion of the vote was claimed to be affected by fraud?
- A about 25 per cent
 - B nearly 50 per cent
 - C less than 20 per cent
 - D more than 60 per cent.
- (1 mark)

SKILLS CRITICAL THINKING

- 3 Using Source B, identify the type of system of democracy found in Malawi.
- (1 mark)

SKILLS CRITICAL THINKING

- 4 Using your own knowledge, give **two** characteristics of one non-democratic system of government.
- (3 marks)

SKILLS CRITICAL THINKING, ANALYSIS

- 5 Suggest **two** reasons why the top businessman in Source B might have attempted to bribe the judges.
- (4 marks)

SKILLS CRITICAL THINKING, ANALYSIS, REASONING/ ARGUMENTATION, DECISION MAKING

- 6 'Economic development is more likely to take place in a democratic country.'
Examine the arguments for and against this statement.
- (9 marks)

SOURCE C

ABUSE OF FEMALE WORKERS IN INDIAN FACTORIES

A global fashion company has been accused of badly treating female workers in its factories based in India. More than 540 workers in factories have spoken out about incidents of threats and abuse.

The female workers work long hours and are paid low wages. One worker in Bangalore, India, described how she was physically harmed for not meeting production targets. When female workers voice their concerns to those in charge, no action is taken. The managers are angry and give workers faulty machines, so they will not meet production targets and will be punished.

Female workers are often threatened by those in charge. They say they will stop their contracts so they can no longer work there, but they are desperate for work so that they can feed their families. They have never heard of the United Nations' Universal Declaration of Human Rights (UDHR) and continue to stay in the harmful workplace.

The International Labour Organisation (ILO) is a UN agency that aims to provide set standards for workers so they can have the right to freedom, equality and security in the workplace. The ILO is taking action to ensure the rights of factory workers are being met, and the global fashion companies are investigating the allegations of abuse.

SKILLS CRITICAL THINKING

- 1 The United Nations is:
- A a peace treaty between groups within a country
 - B a South American non-governmental organisation
 - C an international organisation for peace and co-operation
 - D an organisation that promotes animal welfare.
- (1 mark)

SKILLS CRITICAL THINKING

- 2 Which of the following statements best defines human rights?
- A rights and freedoms in the workplace
 - B the need to look after everyone
 - C the need to look after children
 - D rights and freedoms that belong to everyone.
- (1 mark)

SKILLS CRITICAL THINKING

- 3 Source C refers to the United Nations' Universal Declaration of Human Rights (UDHR). Identify **two** of the statements that are included in it.
- (2 marks)

SKILLS CRITICAL THINKING

- 4 Using Source C, identify **two** types of rights that the female workers in factories do not have.
- (2 marks)

SKILLS CRITICAL THINKING, ANALYSIS

- 5 According to Source C, 'When female workers voice their concerns to those in charge, no action is taken.'
Using your own knowledge, give **three** ways that the female workers could have their rights and freedoms respected.
- (3 marks)

SKILLS CRITICAL THINKING, INTERPRETATION

- 6 Using your own knowledge, explain **two** possible reasons why the United Nations might carry out humanitarian action.
- (4 marks)

SKILLS CRITICAL THINKING, ANALYSIS, REASONING, ARGUMENTATION, DECISION MAKING

- 7 'A country should be able to decide on its own laws about the treatment of children.'
Examine the arguments for and against this statement.
- (9 marks)

SOURCE D

SAVE THE ARCTIC

The Arctic is a polar region found at the most northern part of the Earth. It is under the control of eight different countries. The northern parts of countries such as Canada, Denmark and Finland all fall within the Arctic territory. International law regulates the Arctic like other areas of the Earth, but not all of the eight countries accept the laws.

There are many threats to the region, including trawlers fishing in areas where the ice has melted and mining of raw materials such as oil, gas and minerals. Several non-governmental organisations are trying to protect the Arctic. For example, Greenpeace wants the central Arctic to be declared a protected marine area. On World Oceans Day, campaigners rallied outside parliaments in several countries to demand new international laws and regulations to end the overexploitation of the seas.

The government of the USA has failed to protect the human rights of the Gwich'in people, an indigenous people of the Arctic. They plan to exploit oil and gas in the Coastal Plain of the Arctic Wildlife Refuge without obtaining the consent of the Gwich'in people. Drilling in this area would permanently destroy their primary food source, culture and way of life.

SKILLS CRITICAL THINKING

- 1** Which of the following best explains the work of a non-governmental organisation?
- A** an organisation that regulates people's work
 - B** an organisation that administers environmental law
 - C** an organisation that regulates the oil industry
 - D** an organisation that addresses social and political issues. (1 mark)

SKILLS CRITICAL THINKING

- 2** Which of the following best describes indigenous people?
- A** people who have moved from their original home
 - B** people who originate from a particular area
 - C** people whose parents are of a different race
 - D** people who have changed their nationality. (1 mark)

SKILLS CRITICAL THINKING, INTERPRETATION

- 3** State **two** possible reasons why exploiting oil and gas would be damaging to the environment. (2 marks)

SKILLS CRITICAL THINKING

- 4** Source D mentions that international law regulates the Arctic. Suggest how **one** key institution can help to protect the Arctic. (2 marks)

SKILLS CRITICAL THINKING, INTERPRETATION, REASONING/ ARGUMENTATION

- 5** Name **two** of our human rights and explain why they are necessary. (4 marks)

SKILLS CRITICAL THINKING, ANALYSIS, REASONING/ ARGUMENTATION, DECISION MAKING

- 6** 'There is no need for international law. Countries should have the right to make their own laws.'
Examine the arguments for and against this statement. (9 marks)

SYNOPTIC ASSESSMENT: EXAMPLE QUESTIONS

SKILLS CRITICAL THINKING,
INTERPRETATION, ANALYSIS**1**

Outline the characteristics of a democracy.

(5 marks)**SKILLS** CRITICAL THINKING,
INTERPRETATION,
REASONING/ARGUMENTATION,
DECISION MAKING**2**

'Human rights must be observed by everyone, wherever they are in the world.'

How far do you agree with this view?

- Consider how this statement might apply to your own and other countries.
- Use evidence from different Global Citizenship contexts to help support your argument.
- Give reasons for your opinion, showing you have considered different points of view.

(15 marks)**SKILLS** CRITICAL THINKING,
INTERPRETATION, ANALYSIS**3**

Outline the main roles and functions of international courts.

(5 marks)**SKILLS** CRITICAL THINKING,
INTERPRETATION,
REASONING/ARGUMENTATION,
DECISION MAKING**4**

'People have a better quality of life in democratic countries.'

How far do you agree with this view?

- Consider how this statement might apply to your own and other countries.
- Use evidence from different Global Citizenship contexts to help support your argument.
- Give reasons for your opinion, showing you have considered different points of view.

(15 marks)

THEME 2: ECONOMIC DEVELOPMENT AND THE ENVIRONMENT

Throughout this theme, you will have the opportunity to develop an understanding of the environment in which we live. You will be able to consider the citizenship actions that can be taken in an attempt to improve both the economy and the environment.

Economic development is important if we are to meet the basic needs of growing populations in developing countries. You will find out how industrialisation, transport, global trade and developments in technologies contribute to these changes. With support, developing countries can grow and develop socially, economically and environmentally. However, you will also find out that the benefits are not always equally distributed.

YOU WILL LEARN THE FOLLOWING:

1. key citizenship ideas and concepts in response to growing economies and the impacts on the environment/shared planet
2. the relationship between economic growth and its effect on populations, communities and individual citizens
3. the positives and negatives of economic growth and development and sustainability of positive growth.



CONTENT

A: THE PROCESS OF ECONOMIC DEVELOPMENT

- a. Three Human Development Index countries (one high, one medium, one low-scoring), giving an overview of global wealth disparities; education and health disparities in each nation; new emerging economies.
- b. The roles of free and fair trade in economic development.
- c. The development challenges and opportunities associated with international migration, including remittances and other impacts for host, source and migrant communities.

B: THE ROLE OF INTERNATIONAL ORGANISATIONS

- a. The main international organisations supporting economic development and dealing with human welfare, including the WHO, UNICEF and UNHCR.
- b. The difference between long-term and emergency development assistance offered by international organisations, including lending and aid.
- c. Citizenship involvement with international organisations, including volunteering and donations.

C: PROTECTING THE ENVIRONMENT

- a. Climate change, its causes, consequences and the response of the global community and individual citizens (including adaptation to a changing natural environment).
- b. The impact of global economic development on the global commons, including rainforest removal, biodiversity loss and ocean pollution.
- c. Ways of promoting the protection of the environment and supporting growth, including the circular economy.

D: THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

- a. Prior work of the UN in support of global development, including the 1992 Earth Summit and the Millennium Development Goals (MDGs), 2000.
- b. The 2015 Sustainable Development Goals (SDGs) framework and the importance of its different elements for local communities and the global community.
- c. The progress made towards meeting SDG targets in two contrasting world regions.

E: THE GROWTH OF REGIONALISATION

- a. Reasons for the growth of regional multi-governmental organisations (MGOs), such as the European Union or East African Community.
- b. The consequences of MGO growth for the economic development of members and non-member states.
- c. The political reaction to globalisation and MGO growth, including arguments for and against greater political integration.

A1: WHAT IS ECONOMIC DEVELOPMENT?

LEARNING OBJECTIVES

- You will find out about human development by investigating economic growth and economic development.



SUBJECT VOCABULARY

child mortality rate how likely it is that a child will die between birth and the age of 5 (per 1,000 live births)

developing countries low-income countries that tend to have low GDPs and poorly developed economies

economic development a process where a nation improves the economic, political and social well-being (i.e. the general health and happiness) of its people

economic growth when an economy has increased its ability to produce more

income per capita the amount of money earned per person in a nation

LET'S GET THINKING

ETHIOPIA: ECONOMIC GROWTH AND DEVELOPMENT

Ethiopia has the second-highest population in Africa. It has about 109 million people and its economy is growing very quickly, but relatively, it is still one of the world's poorest countries. According to the World Bank (2018), Ethiopia has an **income per capita** of US\$857 compared to about US\$9,290 on average globally. In 2019, 9.5 million people needed humanitarian aid and 8 million could not rely on having access to food.



Higher **economic growth** has helped to reduce poverty in urban and rural areas. The Ethiopian government is putting more money into creating more jobs and offering preschool education to more children.

There has also been more support for women and children from international aid agencies, which has lowered the **child mortality rate**. It has been reduced by more than 6 per cent a year since 2000.



Over the past 20 years, Ethiopia has increased the number of people who have access to clean drinking water (from 13 per cent to 52 per cent) and sanitation (from 2 per cent to 24 per cent). These examples show Ethiopia's **economic development**, but there is still more to do.

- In pairs, discuss how economic growth helps to improve life in **developing countries** like Ethiopia.
- Do you think economic development always benefits everyone in the population? Why or why not?
- How might Ethiopia improve its economic development in the future?

ECONOMIC GROWTH

Economic growth means that an economy has increased its ability to produce more things, such as goods and services. In developing countries, it can happen for a variety of reasons, such as:

- discovering natural resources (e.g. oil or minerals)
- improving infrastructure (e.g. factories, machinery, roads, railways or ports)
- using technology to improve productivity (so a country can produce more with the same resources)
- teaching the workforce new skills using better education and training
- introducing rules and laws to regulate (control) how businesses work (e.g. trade agreements and protecting the environment).

FIND OUT MORE...

about the Human Development Index in Theme 2, A2: 'The Human Development Index'.

SUBJECT VOCABULARY

disparity a difference, often an unfair one, e.g. the lack of equality

FIND OUT MORE...

about economic development in Theme 2, D1: 'Developing the MDGs' and D2: 'Developing the SDGs'; Theme 2, E2: 'The consequences of MGOs'; Theme 3, E1: 'Wealth and poverty in emerging economies'; and Theme 4, A1: 'Technology and the developing world'.



SUBJECT VOCABULARY

commercial the activities involved in buying and selling goods

ECONOMIC DEVELOPMENT

Economic development is the process where a nation improves the economic, political and social well-being (general health and happiness) of its people. It usually means an improvement in the standard of living. For example, there might be more jobs available and people's incomes will rise. Economic development is measured by using the Human Development Index (HDI), which you first saw in Theme 1, B3: 'Development and democracy'.

It is important that the benefits of economic development help everyone. There are **disparities** that lead to inequality in a population: for example, unequal access to healthcare or education. Those who cannot afford to see a doctor or go to school are at a disadvantage compared to those who can, as it might affect their health and future prospects. This will have an impact on their quality of life and may limit their potential future opportunities.

Wealth disparity is also seen on a global level. According to the Credit Suisse Report (2019), the richest 1 per cent of people own 44 per cent of the world's wealth.

CASE STUDY: QATAR – THEN AND NOW

Qatar is a small Middle Eastern state that has experienced rapid economic growth since its independence from Britain in the 1970s. It has rapidly developed from a small fishing nation into an oil-rich nation with a bustling **commercial** centre. In 2020, Qatar ranked 45th in the world in the HDI, with a score of 0.84. This makes it a medium-high scoring country.



CHECK YOUR UNDERSTANDING

1. In pairs, explain the difference between economic growth and economic development to each other.
2. Why are there disparities within a population?
3. What evidence is there for global wealth disparities?
4. Using the example of Qatar, discuss in pairs how economic growth occurs and why it helps economic development. Why does it differ between countries? You may do some research to help your discussion.

ACTION LINKS

In the country where you live (or your country of choice), how has economic growth and development occurred over the last 100 years?

- Include data on how its HDI has changed.
- Give reasons for how and why economic growth has occurred (e.g. discovery of natural resources, increased investment).
- Give evidence of this economic development (e.g. improved infrastructure or technology).

OTHER POINTS OF VIEW

'People should not allow the influences of economic development to change their lives.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

A2: THE HUMAN DEVELOPMENT INDEX

LEARNING OBJECTIVES

- You will compare the global wealth, education and health disparities between three Human Development Index countries.

LET'S GET THINKING

HUMAN DEVELOPMENT INDEX TABLE

Human Development Index (HDI) (2019)	
Very High-Scoring HDI (Rank: 1–15)	Low-Scoring HDI (Rank: 174–189)
1 Norway 0.954	174 Guinea 0.466
2 Switzerland 0.946	176 Liberia 0.465
3 Ireland 0.942	177 Yemen 0.463
4 Germany 0.939	178 Guinea-Bissau 0.461
4 Hong Kong, China (SAR) 0.939	179 Congo (Democratic Republic) 0.459
6 Australia 0.938	180 Mozambique 0.446
6 Iceland 0.938	181 Sierra Leone 0.438
8 Sweden 0.937	182 Burkina Faso 0.434
9 Singapore 0.935	182 Eritrea 0.434
10 Netherlands 0.933	184 Mali 0.427
11 Denmark 0.930	185 Burundi 0.423
12 Finland 0.925	186 South Sudan 0.413
13 Canada 0.922	187 Chad 0.401
14 New Zealand 0.921	188 Central African Republic 0.381
15 United Kingdom 0.920	189 Niger 0.377
15 USA 0.920	

- How do you think the high-scoring countries have achieved their position?
- What problems do you think the low-scoring countries might be experiencing?
- In pairs, recap the factors you would use to measure a HDI.
- Do you think that the level of happiness should be an indicator of development? Give reasons for your answer.

THE DIFFERENCE IN HDI BETWEEN COUNTRIES

As you have seen in Theme 1, B3: 'Development and democracy', the HDI has several factors that it uses to measure the human development of countries. This table shows the differences in HDI between a low-, medium- and high-scoring country, with data given on life expectancy, education and income.

Country	HDI	Rank	Life expectancy (years)	Mean years of schooling	Expected years of schooling	Income Index
High HDI: USA 	0.920	15th	78.9	13.4	16.3	0.956
Medium HDI: Morocco 	0.676	121st	76.5	5.5	13.1	0.652
Low HDI: Ethiopia 	0.470	173rd	76.2	2.8	8.7	0.43

It is clear that the HDI measurement is able to give an overview of the level of development in a country. It provides efficient and simple data that is easy to collect. We can use this data to compare the global wealth, education and health disparities between countries. For example, the mean years of schooling in the high-scoring HDI country – the USA – is higher (13.4 years) than the low-scoring HDI country, Ethiopia (2.8 years). This data suggests that more children in the USA receive an education, and for longer, than in Ethiopia.

However, there are some problems with using HDI as a development indicator. For example:

- all three indicators are equally weighted and given the same importance, but what is important in one country might not be important in another
- the figures are only averages and do not consider regional differences in a country (e.g. income inequalities)
- it does not include other factors that might affect people, such as crime, corruption, level of freedom and environmental issues.

Within the whole HDI report, many of these issues are addressed each year in different sets of data but they are not incorporated into the overall level of development given to each country.

CHECK YOUR UNDERSTANDING

1. What is the HDI? Why is it a useful way to measure the overall development of a country?
2. Using the table, compare the differences between the development indicators of the USA, Morocco and Ethiopia. Discuss your answers in pairs.
3. Using your findings from question 2, can you think of reasons why the HDI differs between the three countries?
4. Are there problems in using HDI as a development indicator? If so, how would you improve it to make it more effective?

ACTION LINKS

Choose one country and research its level of development by using the HDI. How does this country compare globally?

- Include HDI data for your country and give reasons for this data.
- Search for 'Global Human Development Indicators' on the UNDP website to research HDI differences.
- How could your country improve, or help other countries' HDIs improve?

OTHER POINTS OF VIEW

'If you can't get all the data you want, it's not worth trying to make comparisons between countries.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

A3: WHAT IS AN EMERGING ECONOMY?

LEARNING OBJECTIVES

- You will find out how countries experience rapid economic growth to become emerging economies.



SUBJECT VOCABULARY

exporters entities who sell products to other countries

gross domestic product (GDP) the total value of goods and services produced by a country in one year

manufacturing making things, by hand or with machinery

LET'S GET THINKING

CHINA'S RAPID GROWTH

According to the United Nations Development Plan (UNDP), China achieves a relatively high HDI score, with 0.75 in 2020. China has experienced many changes in its development since 1960, as you can see in the table below:

China	1960	2019
Population	667 million	1.3 billion
Expected years of schooling (years)	Unknown	13
Gross domestic product (US\$)	59 billion	14 trillion
Life expectancy at birth (years)	43.7	76.7
CO ₂ emissions (metric tonnes per capita)	1.17	7.16

China's rapid economic growth in recent decades has been due to major economic reforms, which have lifted more than 850 million people out of poverty since the 1970s. China shifted its focus from agricultural production to **manufacturing**, making it one of the world's biggest **exporters** of goods.



Today, China is considered to be one of the world's largest economies, with a large proportion of the population getting wealthier. However, wealth disparities within the country are uneven. Poverty is still a problem, with 373 million Chinese people surviving on US\$4.40 per day. This is below the upper-middle income poverty line of US\$5.50 a day.



Global environmental problems have also become a growing concern as China has the largest emissions of greenhouse gases, and the air and water pollution affects other countries nearby.

1. Looking at the data, how do we know that China's healthcare has improved?
2. What impact do you think an increase in schooling has on China's development?
3. Why has China become a global leader in exports?
4. In pairs, make a list of all the reasons why economic development has been beneficial for China.
5. Why is economic development not always a good thing?

FIND OUT MORE...

about environmental issues in Theme 2, C1: 'Climate change: the causes' and C2: 'Climate change: the consequences'.

SUBJECT VOCABULARY

developed countries high-income countries that tend to have high GDPs and highly developed economies

emerging economy a country that has begun to experience higher rates of economic growth, often due to rapid industrialisation

FIND OUT MORE...

about BRICS and MINT in Theme 3, E1: 'Wealth and poverty in emerging economies'.

WHAT IS AN EMERGING ECONOMY?

An **emerging economy** is when a country is experiencing higher rates of economic growth and is investing in its economy, but it cannot be called 'developed' yet. The first group of countries to fulfil this description were the BRIC economies (Brazil, Russia, India and China). Since then, South Africa has joined, with the official name of the group changing to BRICS. There are also the MINT economies (Mexico, Indonesia, Nigeria and Turkey), which have the potential to experience rapid economic growth.

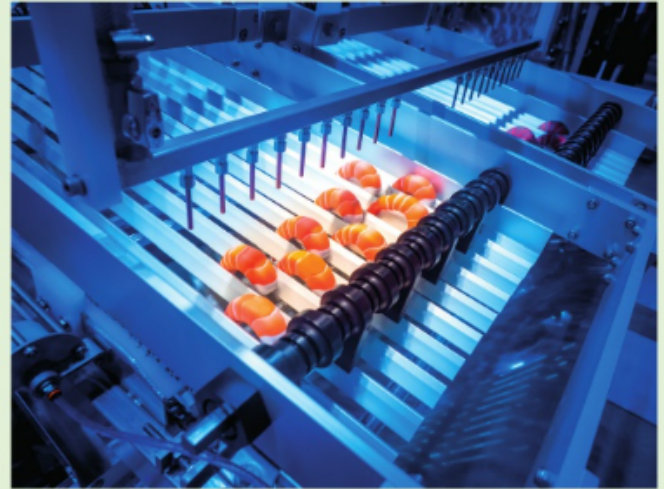
Emerging economies differ from the economies of **developed countries** (e.g. the USA or Australia) as they are less further on in the development process. Average wages in this group of countries are generally considerably lower than in more developed countries. As a result, they can produce things that the world demands at a lower cost. If you look at your phone, tablet or trainers, you will probably find that they are made in China. For example, brands such as Nike® and Apple® have their products made in emerging economies. It means that companies can produce the things we want for less cost in order to make more profit.



CASE STUDY: VIETNAM



▲ The cost of building a port in Vietnam is likely to be much lower than in Europe or the USA.



▲ New technologies like this one are reducing production times and cost.

Vietnam is an example of a relatively new emerging economy. It has massively expanded its manufacturing sector. It is much cheaper to buy the materials needed to manufacture products, and wages are also often lower – manufacturing wages in Vietnam are a third of those in China.

It becomes important to develop new skills that are useful in making the increasingly sophisticated products that world markets are looking for. Not only do emerging economies develop new industries, but they use modern methods for making traditional industries more efficient. For example, new technology can supply more shrimp at a faster pace than traditional cooking methods.

CHECK YOUR UNDERSTANDING

1. What is an emerging economy?
2. What changes can help an emerging economy to grow?
3. Why do other countries want exports from emerging economies?
4. In pairs, can you think how emerging economies might need to change in order to compete globally?

ACTION LINKS

Research a country of your choice that is described as an emerging country.

- You can choose a country from the BRICS or MINT groups (or any countries that have been added to the emerging economy list).
- What are the main reasons for the country's emerging economy (e.g. increased exports)?
- What relationship does this country have with the rest of the world (e.g. trade agreements)?

OTHER POINTS OF VIEW

'Nike and Apple should continue to have their products made in emerging economies.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

A4: FREE TRADE OR FAIR TRADE?

LEARNING OBJECTIVES

- You will find out about the roles of free and fair trade in the process of economic development.



LET'S GET THINKING

CHILD LABOUR IN THE CÔTE D'IVOIRE (IVORY COAST)



Cocoa farmers in the Côte d'Ivoire are paid very little for the work they do. They may only be paid US\$2 a day – so they try to produce cocoa beans as cheaply as possible. Methods include forcing young children to do the work for them for very little or sometimes no pay at all.

The children will start work early and finish when it gets dark at night. They climb up cocoa trees to cut bean pods, using huge knives (machetes) to cut the pods from the tree. Then, they cut the pod to remove the seeds. Many children have hurt themselves using the machete. They often have to spray the trees with toxic chemicals to kill pests without any protective gear.

Children are given poor-quality food, such as corn paste and bananas. Some children aren't given adequate housing, having to sleep on wooden planks in small dark rooms. There is no clean water nor proper bathrooms. They are not provided with any schooling, so without an education it is difficult for the children to see a way out of poverty.

The multinational chocolate companies who buy the cocoa beans from the farmers are, indirectly, taking part in unfair trading practices and denying the children their basic human rights.

FIND OUT MORE...

about human rights in Theme 1, C1: 'What are human rights?'

1. Why do you think farmers in the Côte d'Ivoire are paid so little?
2. Why do you think the farmers treat the children so poorly?
3. In pairs, create an action plan on how you would make a difference to the lives of the children in the Côte d'Ivoire.

SUBJECT VOCABULARY

free trade a system of trade where buyers and sellers are not limited by taxes on imports and exports

imports products that are bought in from another country

FREE TRADE

Free trade means that countries can buy and sell products to each other without paying any taxes. The World Trade Organization (WTO) negotiates international trade agreements and resolves disputes that may arise. When trade is free, it is usually easy to move products between countries at a low cost.

While free trade has benefits for the people buying the products a country **imports**, it can harm the people producing those products. This table shows the advantages and disadvantages of free trade for economic development:

Advantages	Disadvantages
■ creates more job opportunities (e.g. in manufacturing free trade products) ■ products can be sold at competitive prices and countries can make more money ■ countries can specialise in making higher-quality products they are good at ■ consumers have a wider choice of worldwide products	■ loss of jobs to other countries (usually less-developed ones) that produce the goods more cheaply ■ unfair working conditions ■ corrupt (dishonest or illegal) companies can make more money ■ a competitive trading market makes it difficult for developing countries to compete

SUBJECT VOCABULARY

fair trade a way of buying and selling products that aims to pay the producer a fair price

premium an extra payment, e.g. farmers are given extra money (a premium) when they organise themselves into fair trade groups

THE FAIRTRADE FOUNDATION

In response to the disadvantages of free trade, an organisation called the Fairtrade Foundation was created. **Fair trade** is a way of buying and selling products that ensures that those who make the goods receive a fair price. As it is usually the poorest producers who suffer from free trade, this helps workers to provide for themselves and their families. However, it can also have negative impacts on the trading industry. This table shows the advantages and disadvantages of fair trade on economic development:

Advantages	Disadvantages
■ safe working conditions ■ forced labour is forbidden ■ a fair price is paid for output ■ premiums are given to workers who join, which encourages community development (e.g. schools) ■ environmentally friendly practices	■ concerns over working conditions remain ■ fewer people can afford to buy the products as they are more expensive ■ businesses might make less money ■ a joining fee is required to become Fairtrade certified ■ success is limited and Fairtrade doesn't benefit wider communities

Despite the advantages and disadvantages of each type of trade, fair trade is still considered the most humane (treating people fairly) form of trade for economic development. It ensures that everyone working on the product has been treated fairly along the way.

CHECK YOUR UNDERSTANDING

1. What are the differences between free trade and fair trade?
2. In pairs, create a mind map of ten products or goods that are traded around the world. Where do you think the products mainly come from?
3. Why do both free trade and fair trade have disadvantages?
4. In pairs, create an information leaflet on the importance of fair trade for producers and workers.

ACTION LINKS

Using the Fairtrade Foundation website, choose a product that is sold worldwide (e.g. chocolate). Investigate how the Fairtrade Foundation has helped the communities who produce this product.

- Find out how the Fairtrade Foundation has made a difference to people's lives.
- Comment on whether or not the Fairtrade Foundation has had an impact on development.
- Investigate how workers were treated before the Fairtrade Foundation was in place.

OTHER POINTS OF VIEW

FIND OUT MORE...

about trade in Theme 2, E: 'The growth of regionalisation'.

'If we want cheaper products, we shouldn't have to worry about how they were made.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

A5: MIGRATION: CHALLENGES AND OPPORTUNITIES

LEARNING OBJECTIVES

- You will find out the reasons why people migrate and the impacts this has on communities.

LET'S GET THINKING

MIGRANT STORIES



'We couldn't live in Syria anymore. The children were terrified of the fighting. My husband might have been arrested at any time because he had criticised the regime.'



'I came to the UK once I'd qualified because I knew how good healthcare is here. We were trained in much the same way as British medical students, so things were very familiar. I'm progressing well and may go back to India before long. I'd like to help people there.'



'I'd been working in IT in London since I left university, when an opportunity came up. I was offered a job in Austin, Texas. I had a young family, so it was a big decision to leave family and friends. The lifestyle is wonderful. We have a great house, and the kids are outside much of the year. Life in Austin is very relaxed compared to life in London.'

- In pairs, discuss the reasons why the people above moved to another country.
- Create a table to compare the advantages and disadvantages that might occur when people move countries.

SUBJECT VOCABULARY

migrants people who travel to a different country or place, often in order to find work or better living conditions

persecution the unfair or cruel treatment of people because of their race, religion or political beliefs

THE REASONS FOR MOVING

People migrate internationally for several different reasons.

- Economic migration:** This happens when people move to find work or follow a particular career path.
- Social migration:** This happens when people move for a better quality of life or to be closer to family or friends.
- Political migration:** This happens when people move to escape political **persecution** or war. Such **migrants** are refugees.
- Environmental migration:** This includes moving to escape natural disasters, such as flooding or earthquakes.

The reasons above can be divided into push and pull factors. Push factors are the reasons why people leave an area, while pull factors are reasons that attract people to an area. The table shows some examples:

Push factors	Pull factors
■ lack of public services (or lack of access to them) ■ lack of safety ■ high crime ■ crop failure ■ drought ■ natural disasters (e.g. flooding or earthquakes) ■ poverty ■ unemployment ■ war or risk of persecution	■ better public services (or better access to them) ■ safer environment ■ less crime ■ more fertile land ■ stable climate ■ lower risk of natural disasters ■ opportunities to make more money ■ employment opportunities ■ political stability

EFFECTS ON DEVELOPMENT

SUBJECT VOCABULARY

brain drain when large numbers of educated and highly skilled people leave their own country to live and work in another where pay and conditions are better

entrepreneurs people who start their own business, especially when it involves seeing a new opportunity and taking financial risks

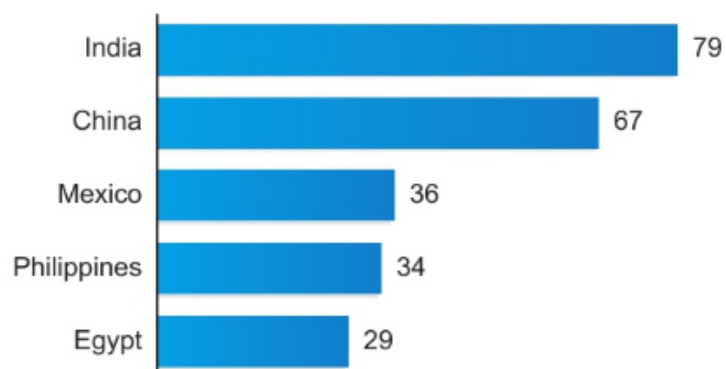
remittances amounts of money earned by a migrant worker in one country and sent back to their own country

International migration can also have an effect on the source community, not just the individual migrant. When young, well-educated or highly skilled people leave their country, this can leave a 'gap' in the source community if other similar people don't take their place. Professionals, such as doctors, IT experts or **entrepreneurs**, might want to leave because there are better jobs that offer more pay elsewhere. This is called a '**brain drain**', and the host community benefits.

As well as the reduction in the number of professionals in the source community, there are some other disadvantages to a brain drain, such as loss of money from tax. If well-paid people leave, it means that the government doesn't have as much money to spend on investing in public services to help people. However, as countries develop, fewer people might choose to leave as opportunities improve and often countries become more economically stable.

One advantage of international migration is that people who leave often send money back to their families. This is known as sending **remittances**. This improves the standard of living, such as paying for a child's education or loaning to family members who want to start businesses. Remittances can therefore help a source community's economy to grow and develop. You can see in the chart below the countries that received the most remittances in 2018.

The World's Top Remittance Recipients (US\$ billions)



Data published by the World Bank in 2019 – based on 2018 figures

CHECK YOUR UNDERSTANDING

1. What are the main reasons for international migration?
2. Using your answers from question 1, divide your reasons into the following categories: social, political, economic and environmental.
3. What are the differences between push and pull factors?
4. What is a 'brain drain'? How do you think it affects a country's development?
5. What are remittances? How do they affect a source country's development?

ACTION LINKS

In many communities, migrants are increasing in number. Research your own community and find out where most of the migrants are coming from.

- Look up news stories on migration in your local area.
- Explore the main migration communities (e.g. Syrian, Iraqi, Venezuelan or Sudanese).
- Why did the migrants leave their communities (e.g. push factors)?
- What made the migrants come to the host community (e.g. pull factors)?
- Find out whether the country where you live has more people leaving or coming to live there. Can you explain why? What effect does this have on the country?

OTHER POINTS OF VIEW

FIND OUT MORE...

about migration in: Theme 1, A4: 'Nation states: the challenges to their sovereignty'; Theme 3, B1: 'The growth of migration', and B3: 'Migration, identity and diversity'.

'Highly qualified people should only migrate if they are going to help a developing country.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

B1: SUPPORTING DEVELOPMENT

LEARNING OBJECTIVES

- You will find out about organisations that support economic development and human welfare.

SUBJECT VOCABULARY

borehole a deep hole made in the ground when looking for natural resources, such as water

solar energy energy that uses the power of the sun to make electricity



LET'S GET THINKING

ACCESS TO RESOURCES IN SOUTH SUDAN

The population of South Sudan has the lowest level of access to electricity in the world, due to poor infrastructure. It depends mainly on generators to provide electricity for communities. The long dry season also means that water is scarce (in limited supply) and the population does not have easy access to clean drinking water.



UNICEF, an international aid organisation, has made efforts to combat (try to stop or solve) both electricity and water challenges by supporting the installation of a water system using **solar energy**. It provides electricity by using energy from the sun, which then pumps water from a **borehole**. This is treated so it is safe to drink. The water is then distributed to different communities, schools and the main health centre. The children now have clean water to drink near their homes. They are much healthier and spend more time at school and playing with friends.

- In pairs, discuss the reasons why water is such an important resource. Why is living without clean water so dangerous?
- How is the support from UNICEF helping people in South Sudan? How is UNICEF affecting the future of the children?
- Create a mind map of all the ways having clean water will affect the development of South Sudan.
- Discuss how generating electricity might help development. Why do you think solar panels are the best option to use in South Sudan?

LENDING A HAND

Some countries need help to support their populations, improve economic development and deal with human welfare. There are a range of organisations and charities who work in developing countries to do just this. Their support can help improve the standard of living in these countries. The following sections tell you about some of the organisations.

UNICEF

The United Nations International Children's Emergency Fund (UNICEF) looks after children all over the world. Its mission is: '... the protection of children's rights, to help meet their needs and to expand their opportunities to reach their full potential'.

It works in over 190 countries and territories around the world and is supported by regional offices and national organisations. Its main goals are:

- to promote the safety of children through protection and inclusion
- to reduce child mortality through effective healthcare and medical aid
- to provide high-quality education despite conflict or disasters
- to provide emergency aid when disaster strikes
- to support equal rights for women and girls.

UNHCR

The United Nations' High Commissioner for Refugees (UNHCR) agency looks after refugees and displaced people. The organisation looks after people who are fleeing wars, civil unrest or suffering persecution on political or religious grounds. It helps people to **seek asylum** in another country or to return home when it becomes a safe option.

Apart from providing tents and many other services in refugee camps, UNHCR has programmes to help refugees achieve their ambitions. For example, the DAFI programme is a scholarship that supports young refugees to cover the costs of their education.

WORLD HEALTH ORGANIZATION

The World Health Organization (WHO) is another United Nations agency. It covers the world to keep people healthy and safe, and serves those who can't look after themselves. It works in 194 member states of the UN, across six regions, and from more than 150 offices. The aim is to combat both **communicable (or infectious) diseases** like influenza and HIV, and **non-communicable diseases** like cancer and heart disease.

The organisation has played a leading role in wiping out smallpox, and nearly clearing the world of polio. It has also approved the vaccine for the prevention of the Ebola virus, which has been a triumph for human health.

Not only does it carry out ongoing work but also steps in to help when there are emergencies. As of 2020, the WHO has been combating the global pandemic, COVID-19, by providing advice, strategies and data updates. The WHO and medical institutions around the globe are working towards an effective treatment for the virus.

SUBJECT VOCABULARY

seek asylum to ask a country for protection because a person cannot return to their own country

FIND OUT MORE...

about the UNHCR in Theme 1, C3: 'Humanitarian action in protecting human rights', and refugees in Theme 3, B1: 'The growth of migration'.

SUBJECT VOCABULARY

communicable (or infectious) diseases illnesses that come from an infection and can be spread from person to person

non-communicable diseases illnesses that are health conditions in the body; they are not infectious and can last for a long period of time

CHECK YOUR UNDERSTANDING

1. How do international organisations and agencies help countries?
2. How does this support help both economic development and human welfare? Give some examples.
3. In pairs, discuss how effective international organisations are in achieving their aims. What challenges might they face?

ACTION LINKS

Choose an international organisation or agency and investigate how they support countries to improve economic development and human welfare.

- How important do you think this organisation is?
- Research the organisation or agency's origins, objectives and how successful they have been in achieving their aims.

OTHER POINTS OF VIEW

'Only developing countries should get help from international organisations.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

B2: TYPES OF DEVELOPMENT AID

LEARNING OBJECTIVES

- You will find out how countries benefit from different types of development assistance.



SUBJECT VOCABULARY

breadwinner the member of a family who earns most of the money for the family

LET'S GET THINKING

MOTHERS' CLUBS IN SIERRA LEONE

Ebola is a rare but deadly virus. It has spread across many African countries, with Sierra Leone being the worst hit in 2014. More than 12,000 children lost one or both parents to Ebola.

Sullay Koroma's father died of the virus when he was 12 years old. He dropped out of school because the family had lost its **breadwinner** and he now had to earn money.



Then, three years later, mudslides and floods hit Sierra Leone and destroyed many homes, which, again, badly affected the area.

The Mothers' Club is a project supported by UNICEF that aims to help affected families, like Sullay's, to ensure that vulnerable children can get an education. Members of Mothers' Clubs help with children's learning projects, support them at school, and raise money from activities, such as gardening and arts and crafts.

With the help of the organisation, Sullay returned to school two years later along with a new uniform, books and pencils. Sullay has re-joined his peers in the fifth grade. He dreams of becoming an engineer so that he can build enough schools to provide an education for every child.

1. How can deadly diseases, such as Ebola, disrupt the development of countries like Sierra Leone?
2. How do you think UNICEF and other agencies responded when Ebola and the floods hit Sierra Leone?
3. UNICEF is helping children to go back to school again in Sierra Leone. Why is it important that children get an education?
4. What particular benefits do you think there are in supporting the Mothers' Clubs?

EMERGENCY AID

SUBJECT VOCABULARY

emergency (or humanitarian) aid the immediate help given in response to human-made crises and natural disasters; it is intended to save lives, prevent suffering and maintain decent standards of living

Many international organisations responded quickly to the outbreak of Ebola in Sierra Leone. This is one example of **emergency (or humanitarian) aid**. Governments and agencies provide it to countries needing help due to human-made crises (e.g. human conflict) or environmental disasters (e.g. earthquakes or floods). The objectives of emergency aid are to save lives and support people by providing what they need in times of crisis, such as food, water, shelter and medicine.

UNICEF and other aid agencies have been responsible for the emergency work in Nepal to help with the recovery from earthquake destruction. They've also been responsible for supporting refugees arriving in Greece: for example, they've set up huge campsites, such as the Moria Camp.

Emergency aid programmes can also turn into long-term projects. The aid provided in Sierra Leone during the Ebola outbreak and flooding led to long-term projects to support the community afterwards: for example, educating the locals and improving their overall quality of life.

CASE STUDY: HUMANITARIAN AID IN YEMEN

Yemen has experienced years of ongoing conflict due to a civil war that started in 2014. Over the years, it has faced extreme famine, disease and attacks on civilians.

UNHCR provides humanitarian support for 275,000 refugees and asylum seekers remaining in Yemen despite the fighting.

Mohammed, a Yemeni child, and his family receive basic household items from UNHCR in Sa'ada. His parents had to leave their home and were living without shelter before UNHCR helped.



SUBJECT VOCABULARY

development (or long-term) aid help that is designed to encourage economic development and human welfare by funding longer-term projects

sustainable to be able to continue over a period of time

DEVELOPMENT (OR LONG-TERM) AID

Development (or long-term) aid is help that is provided by governments and organisations to support the economic, environmental, social and political development of developing countries. It aims to help people to support themselves in a **sustainable** way once their basic needs are met (e.g. after they have clean water, healthcare and education).



The Mothers' Clubs in Sierra Leone are an example of helping people to help themselves. Their small businesses earn profits, which they then put to good uses – like providing Sullay with the equipment he needed to go to school. The idea of encouraging mothers to get involved in this way is used in many parts of the world.

Experts from organisations can also help communities: for example, they can train farmers to work more efficiently and therefore have surplus (more than they need) crops to sell. Having more crops to sell will mean more income for farmers, so they can afford to send their children to school or invest in better tools for work. This improves the development of the communities and increases the overall standard of living.

Much larger projects can also result from long-term aid. For example, the building of schools, hospitals, roads and dams improve the lives of many people. This building process provides the opportunity for more jobs, lowering unemployment in the area. Once complete, the projects contribute to the growth of the economy and the well-being of the local people.

Emergency aid can lead to countries becoming dependent on the support they are given. This is why more organisations are working on long-term projects that are sustainable and enable people to live independently.

CHECK YOUR UNDERSTANDING

1. What is the difference between emergency aid and long-term (development) aid?
2. How might emergency aid result in long-term aid?
3. What problems can arise from emergency aid? How can it be overcome?
4. In pairs, discuss which type of aid is the most effective. Give reasons why.

ACTION LINKS

Have a look at current news stories about humanitarian disasters. What help is being given by international organisations and agencies? You can use the following websites to help you find out what is happening in the world: the United Nations (search for 'What we do' and 'Deliver humanitarian aid'); BBC World News; CNN World News.

OTHER POINTS OF VIEW

'The most effective form of aid is emergency aid.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

B3: AID OR LOANS?

LEARNING OBJECTIVES

- You will find out about the difference between giving aid and lending.



LET'S GET THINKING

LOANS TO HAITI

Haiti is among the poorest countries in the world due to years of political crises, social inequalities and an unstable economy. Haiti is also vulnerable to natural disasters, such as earthquakes and hurricanes.

In 2010, Haiti was hit by a 7.0 magnitude earthquake, which further destroyed an already fragile (easily broken or damaged) country. More than 250,000 people died, 5 million were displaced and over 4,000 schools were damaged or destroyed.

Many aid organisations and agencies offered help in response to this humanitarian disaster. They offered practical, emergency aid to support people who were homeless and lacked the basic requirements for everyday life.



More than US\$16 billion in aid was given; however, US\$1.3 billion of this was in the form of loans rather than **grants** to help with **reconstruction**. Loans place pressure on Haiti to repay the money, whereas a grant would not have involved repayment. Haiti is already in **debt**, due to its history, and this extra pressure of more loan repayments is a problem for the future.

SUBJECT VOCABULARY

debt something that is owed to someone else (e.g. money)

grant an amount of money given for a special purpose

reconstruction the process of building something again that has been damaged or destroyed

1. Why did Haiti need help from international aid organisations?
2. What were the two types of aid that were given to Haiti?
3. Loans are provided to help countries recover from emergencies or for sustainable development. Do you think loans are useful for a country like Haiti? Why or why not? You may do some research to help you.
4. If the government has to repay loans, what effect does this have on its ability to pay for healthcare, education and other services? Discuss in pairs and then share your ideas with the class.

SUBJECT VOCABULARY

infrastructure the basic systems and services that a country uses in order to work effectively (e.g. transport, power supplies)

interest the amount charged for borrowing money

LOANS

Some of the money that was offered to Haiti for reconstruction after the earthquake was a loan, which would have to be repaid. One issue is that loans have to be paid back with **interest** – this is the money charged for borrowing it. It means Haiti will have to pay back the loan, plus more money on top of that amount.

Some countries have very high repayments to make on their national loans, so they cannot afford to provide services to their population. Instead of building schools, hospitals and other **infrastructure** projects, the government has to repay the loans and the interest that is due to the lender.



For example, Country A might decide to lend money to Country B to build a port. If Country B cannot repay the debt, the lender (Country A) can take possession of the port. The port should have been a source of income for Country B but now the money will go to Country A.

China has recently provided huge loans to African countries such as Zambia and Mozambique to make infrastructural developments. Despite the improvements being made, many African nations have become tied to China through debt repayments.

In some cases, debts may be cancelled by the World Bank if developing countries are unable to repay and are in a state of crisis. In 2010, the World Bank cancelled US\$36 million of debt owed by Haiti.

AID

As you have seen in B2: 'Types of development aid', different types of aid are provided to countries depending on their needs. Aid is not the same as loans, as it is usually given as a grant. It does not have to be repaid. Aid can be given to countries through international organisations and agencies, but also from country to country. While aid and lending is crucial to help developing countries, there are a number of weaknesses.

AID AND LOANS: STRENGTHS AND WEAKNESSES

	Strengths	Weaknesses
Emergency aid	■ saves lives ■ helps to rebuild infrastructure and livelihoods after a disaster	■ can lead to dependency rather than encouraging a country to become more self-sufficient
Development (or long-term) aid	■ improves the health of those affected by crises (e.g. clean water projects prevent disease) ■ can provide training and improve output so people can look after themselves in the longer term	■ projects may only help large-scale developments and ignore smaller, more isolated communities ■ corruption can result in aid money being used for the wrong purposes
Loans	■ helps to develop natural resources, enabling an economy to grow ■ helps industry and transport to develop, which creates jobs and enables economic growth	■ infrastructure projects, such as roads and ports, can mean that the companies in charge get richer rather than local people ■ can lead to political or economic pressure from the lending countries

CHECK YOUR UNDERSTANDING

1. What are the key differences between giving aid and making loans?
2. In pairs, discuss the effectiveness of providing aid to developing countries. Share your answers with the class.
3. Create a poster page about the different types of aid. Include the strengths and weaknesses of each one.
4. In class, debate whether or not you think aid or loans should be given at all. Provide examples of countries to support your argument. Try and come up with some solutions.

ACTION LINKS

Choose a country from the 'High' HDI category. Find out about whether it has ever needed any development assistance. Has it accepted any offers of aid or loans? Has it provided any aid or loans?

OTHER POINTS OF VIEW

'Developed countries have a responsibility to provide aid to developing countries.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

B4: HOW CAN WE HELP?

LEARNING OBJECTIVES

- You will find out how citizens get involved with organisations, including by volunteering and donating.

SUBJECT VOCABULARY

volunteers people who do something – especially helping other people – without being paid to do it



LET'S GET THINKING

UNHCR VOLUNTEERS AT WORK



Volunteers and workers help to unload a truck at a refugee settlement in South Sudan.



A Spanish volunteer helps a refugee family from Syria.



A volunteer in a community centre supports vulnerable children who have returned to Aleppo in Syria.

1. What sort of help can volunteers give to others? Why are they important?
2. What sort of skills might be useful for volunteers to have?
3. Can you think of other ways in which people can help international organisations like UNHCR?

WHAT HELP DO AID ORGANISATIONS NEED?

VOLUNTEERS

Many international aid organisations would like to work with people who have certain qualifications and skills. The UN has the following criteria that people need to meet if they would like to volunteer:

ELIGIBILITY FOR VOLUNTEERING FOR THE UN:

- If you are at least 25 years old and interested in serving outside your home country you can become an International UN Volunteer. You must have a university degree, and a minimum of two years' relevant work experience.
- If you are at least 22 years old and would like to volunteer in your home country, please check out the local UNDP/UNV website for National UN Volunteer options.

Some people might want to volunteer because they would like to help people, give something back to society, or do something different. Charities and organisations might not have the time or money to train people, so having the right skills and experience is beneficial, such as working well with others and being friendly and professional.

If you have a look at the aid organisations' websites, you will find that they are looking for a variety of roles: from economists to IT specialists and linguists to recruitment professionals.

FIND OUT MORE...

about volunteering in Theme 3, C3: 'Exploring cultures' and Theme 4, C2: 'Technology and voting'.

FUNDRAISERS

International aid organisations and charities are often in need of donations. They will put on fundraising events to raise money for their cause, encouraging individuals and communities to get involved. You might run a marathon; hold a non-uniform day; or host a quiz or a talent show to raise money from your friends and family and then donate that money to the organisation.

Many organisations also work with businesses to support them. For example, Manchester United football team is one of UNICEF's corporate partners. They help UNICEF by advertising the organisation. The football players wear shirts showing UNICEF's logo – when they play a match, millions of people will see it in the stadium or on television.

CASE STUDY: MANCHESTER UNITED – HOW WE WORK TOGETHER

Manchester United and UNICEF have been working together since 1999 – the longest partnership between a football club and a global charity. Together, they aim to help every child to grow up healthy and strong.

Over the past 20 years, the United for UNICEF partnership has helped to raise over £5 million for some of the most vulnerable children in the world. They have been able to:

- improve children's education in Myanmar
- protect children from abuse in Vietnam
- vaccinate children during a measles outbreak in Syria.

United for UNICEF has also helped to raise awareness of important UNICEF research, including reports on child nutrition and supporting children with disabilities.



CAMPAIGNING

FIND OUT MORE...

about campaigning in Theme 1, D4: 'Campaigning for international law' and Theme 4, C2: 'Technology and voting'.

International aid organisations run campaigns on a variety of issues. For a campaign to be successful, it needs to be seen and heard by the public. The more people who are aware of the campaign, the more likely it is that the message will be shared with others. They can encourage people to get involved and support the cause.

Social media can be very useful when running a campaign. For example, Twitter® enables organisations to send short messages or share images related to their cause. They can target people who they think might be interested in their campaign, as they will be more likely to share the message. They want as many people as possible involved to gain more publicity and increase the amount of fundraising.

CHECK YOUR UNDERSTANDING

1. How do international organisations receive help and support?
2. Why do international organisations want businesses to support them?
3. How can individuals raise money for international organisations?
4. Using a social media site of your choice, compose a message as part of a campaign. How would you capture your audience's attention?
5. In pairs, create an advert for recruiting volunteers for a chosen organisation (or even your own). Include a specification that lists the skills your volunteers should have.

ACTION LINKS

There are many citizens around the world who volunteer to make a difference. How important do you think ordinary volunteers (or celebrities) are to international aid organisations?

- You could choose someone you know (or a celebrity) and comment on how they have made an impact on development (e.g. volunteering, working with the UN, etc.).
- How successful have they been? How did they campaign, fundraise or do anything else to support the organisation?

OTHER POINTS OF VIEW

'Richer countries have the responsibility to give aid to those who need it.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

C1: CLIMATE CHANGE: THE CAUSES

LEARNING OBJECTIVES

- You will find out about climate change and its causes.

LET'S GET THINKING

AIR POLLUTION



Air pollution kills about 7 million people worldwide every year. One major cause is burning **fossil fuels** (e.g. gas, coal and oil), which releases huge amounts of carbon dioxide (CO₂) into the atmosphere that can be harmful when breathed in. Data from the World Health Organization (WHO) shows that 9 out of 10 people breathe air with high levels of pollution.

Air pollution from smog in cities and smoke inside the home are major threats to both a person's health and the climate. It increases the risk of health problems, such as asthma, strokes, heart disease, lung infections and lung cancer, which are all linked to poor air quality.

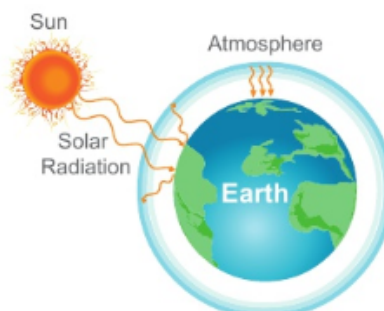
Due to rapid industrialisation, particularly in many of the emerging economies, this has caused many people from low-income backgrounds to suffer the most – both indoors and outdoors. The WHO is working with countries to monitor air pollution and improve air quality.

1. Why is the WHO working with countries to monitor air pollution?
2. What do you think causes smog in cities and smoke inside the home?
3. Why do you think people from low-income backgrounds suffer the most from the effects of air pollution?

SUBJECT VOCABULARY

fossil fuels resources formed underground millions of years ago from plant and animal remains (e.g. gas, coal and oil)

THE GREENHOUSE EFFECT



SUBJECT VOCABULARY

greenhouse effect the process whereby gases in the Earth's atmosphere trap heat and warm the Earth

greenhouse gases a group of gases that cause heat to be kept in the atmosphere (e.g. carbon dioxide – CO₂)

Industrial Revolution a period of development in the 19th century in the USA and Europe where rural societies became more urban and more work started to be done by machines in factories than by hand at home

Climate change is the long-term shift in global and regional climate patterns. It has been happening ever since the Earth was formed 4.5 billion years ago. It happens because of natural events such as volcanic eruptions, changes in the orbit of the Earth, and shifts in the Earth's crust. These natural events have been responsible for global periods of warming and cooling; however, today, humans are responsible for much larger shifts.

The global climate is influenced by **greenhouse gases**, which are found in our atmosphere. Carbon dioxide (CO₂) is a greenhouse gas. It is one of a group of gases that trap heat in the atmosphere and keep the planet warm. Without them, the Earth would be 30 degrees colder than it is today – and we would not survive. This is known as the **greenhouse effect**. However, the rising amount of greenhouse gases is trapping more heat in the atmosphere and causing the world to heat up more quickly.

During the **Industrial Revolution** in the USA and Europe in the 1800s, there was a growing demand for fossil fuels for electricity, heat, transportation and manufacturing. Land use also started to change as places became more urban. As the consumption of fossil fuels increased, so did the greenhouse gas emissions, therefore temperatures started to increase.

Since 1990, levels of CO₂ in the atmosphere have risen by 60 per cent and average temperatures are said to be rising worldwide. For example, in 2019, Australia had the hottest year on record.

THE CAUSES OF CLIMATE CHANGE

Human causes	Natural causes
■ Burning fossil fuels: releases CO₂ into the atmosphere, which warms up the Earth (e.g. when we burn coal, the stored CO₂ is released). ■ Deforestation: when vegetation is removed (e.g. cut down or burned), stored CO₂ is released. Vegetation also provides oxygen and absorbs CO₂. So, when destroyed, oxygen levels are reduced, and CO₂ levels rise. ■ Agriculture: during the practice of farming, such as growing crops or rearing animals, greenhouse gasses are released, such as methane and nitrous oxide (e.g. from cattle). These gasses are even more effective at trapping heat than CO₂. ■ Cement: is used all over the world in building projects. The amount used is vast. It contributes to 2% of all CO₂ emissions.	■ Volcanic eruptions: release greenhouse gases, such as sulphur and CO₂, but also produce huge ash clouds that block sunlight. For example, the 1991 Mt Pinatubo eruption in the Philippines cooled the planet by 0.5°C. ■ Orbital changes: cause periods where the Earth is closer to, or further away from, the sun. This causes the Earth to go through climate changes (e.g. the Ice Age). ■ Meteorite collisions: release tonnes of greenhouse gases and dust into the atmosphere. Gas and dust prevents radiation from the sun, leading to reduced temperatures. ■ Solar sunspots: increase solar radiation, therefore increasing the temperature on Earth at times.

SUBJECT VOCABULARY

global commons the Earth's shared natural resources, such as the oceans, the atmosphere, Antarctica and outer space

ARE WE RESPONSIBLE?

Almost all scientists agree that human beings are responsible for climate change. As global citizens, we are responsible for protecting our **global commons**. These include the Earth's shared resources, such as the oceans, the atmosphere, Antarctica and outer space.

However, there are people throughout the world who refuse to take appropriate action on climate change. Climate change deniers believe that global warming is most likely a natural phenomenon or that it is not their responsibility to control the climate. Such people continue to consume the Earth's resources at an unsustainable rate.

The Intergovernmental Panel on Climate Change (IPCC) is a United Nations organisation that looks at all the scientific evidence on the subject. It advises governments on the risks and puts forward ideas about dealing with the problems. The IPCC claims that they are 95 per cent sure that human beings are causing global warming. The natural factors cannot be fully responsible for the extent of the changes happening now.

CHECK YOUR UNDERSTANDING

1. Why are people suffering more than ever from diseases related to breathing?
2. What are greenhouse gases? Why are they important for our planet?
3. Look at the image on page 88 showing the greenhouse effect. What do you think is happening here? Do some research to help your answer.
4. In pairs, discuss whether or not you think human beings are mainly responsible for climate change. Debate your opinions with the class.
5. How is the United Nations tackling the problem of climate change? Give some examples.

ACTION LINKS

Find out how your country has an impact on climate change. What is the main source of energy in your country? Is it highly dependent on fossil fuels?

- How might people's lifestyles have an impact on climate change?
- Is your country doing anything to combat climate change? Give examples.
- You could use the website of the Union of Concerned Scientists and search for the article 'Each Country's Share of CO₂ Emissions' to investigate your country's CO₂ emissions.

OTHER POINTS OF VIEW

'It's the government's responsibility to stop climate change, not mine.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

C2: CLIMATE CHANGE: THE CONSEQUENCES

LEARNING OBJECTIVES

- You will find out about the consequences of climate change.



LET'S GET THINKING

HURRICANE SEASONS IN PUERTO RICO



In 2017, hurricane Maria made landfall on the southern coast of Puerto Rico, a medium to high HDI country. It hit the island with winds of 155 mph. Trees were uprooted, phone masts were torn up and roofs were ripped off homes. The island lost electricity, few people had access to clean water and food became scarce.

Heavy rains and flash floods brought on by the storm made the devastation (great damage) worse. It turned streets into rivers full of debris. Some Puerto Ricans were forced to cross flooding rivers to buy water and fuel after bridges collapsed.

Hurricane Maria was the worst storm to hit Puerto Rico in over 80 years. It arrived only two weeks after hurricane Irma passed just north of the island and left 1 million people without power.

1. What damage did hurricane Maria cause to Puerto Rico?
2. How did it affect people's lives?
3. Why do you think hurricane Maria was so damaging to the economy of the island?
4. Research three places in the world that experience hurricanes. Why do they have them? Why are they getting worse?

THE CONSEQUENCES OF CLIMATE CHANGE

Climate change is bringing all sorts of changes to our world. The weather appears to be getting more extreme and natural disasters seem to be happening more frequently. Here are some examples of the direct effects that are taking place.

DESERTIFICATION

As temperatures rise and rainfall patterns change, once-fertile land becomes dry and desert-like. This means that there are fewer areas where agriculture is possible, resulting in less food being produced and potentially leading to famine. This is commonly found along the southern region of the Sahara (e.g. Niger).

HEALTH PROBLEMS

Climate change can affect people's health. For example, you have seen how rising CO₂ levels increase air pollution, which affects our breathing, leading to potential diseases developing, or a rise in temperatures could attract more insects, such as mosquitos, which spread diseases like malaria to humans.

LOSS OF BIODIVERSITY

Biodiversity is reduced because plants and animals cannot adapt quickly enough to the changing environment, making them in danger of becoming extinct. For example, melting ice caps result in animals (e.g. polar bears) losing their habitats. Rising CO₂ levels in oceans are causing them to get warmer and become more acidic. This affects many marine species when coral reefs are damaged and animals cannot survive. This will also effectively reduce a food source for humans, who depend on fishing.

MELTING PERMAFROST AND GLACIERS

Glaciers are huge masses of ice that move slowly over the land. Permafrost is deeply frozen ground, which covers 23 million square kilometres across northern Canada and Russia. As temperatures rise, glaciers and permafrost will melt and release even more CO₂ into the atmosphere. This raises sea levels, which will cause land to be lost. It will affect areas such as coastal cities (e.g. Miami, USA).

SUBJECT VOCABULARY

biodiversity the number of different plant and animal species that live in the world or in a particular area

glaciers huge masses of ice that move very slowly, and are mainly found in Antarctica and Greenland

CASE STUDY: WHAT IS THE FUTURE OF THE POLAR BEAR?

Climate change has significantly affected the natural environment of the polar bear. Glaciers are melting and humans are destroying their habitat when searching for oil and gas resources. If current trends continue, scientists predict that the polar bear population will have shrunk by two-thirds by 2050. Polar bears could face extinction by the end of the 21st century.



THE FUTURE

The global climate is projected to continue to change over this century and beyond. The consequences of climate change are vast and could drastically change the world as we know it today. But the degree of climate change depends mainly on the amount of greenhouse gases emitted globally. Scientists predict different degrees of change depending on our ability to limit the emission of greenhouse gases and, therefore, global warming.

CHECK YOUR UNDERSTANDING

1. What is biodiversity? Why is it in danger?
2. Rank the consequences of climate change in order of the most to the least severe. Compare your lists in pairs and give reasons for the order you chose.
3. Using your own research, look at how the consequences of climate change affect one low and one high to middle-income country. Do you think the effects are experienced equally by all countries? Give reasons for your answer.
4. Create a poster showing what you think the world will look like by 2050. Be creative and provide your reasons for the world you've designed.

ACTION LINKS

Looking at the effects of climate change on biodiversity, is the place where you live doing anything to protect endangered animals?

- You can visit a conservation area or zoo in your area (or look it up online if one is not available).
- Comment on how the animals are at risk and describe the strategies that are in place to protect them.
- Use the World Wide Fund for Nature website (www.panda.org) to find out more about endangered animals.

OTHER POINTS OF VIEW

'The climate has always been changing. Therefore, we should just learn to adapt.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

C3: ECONOMIC DEVELOPMENT AND CLIMATE CHANGE

LEARNING OBJECTIVES

- You will find out how the environment is affected by global economic development.



SUBJECT VOCABULARY

logging the activity of cutting down trees to use their wood

LET'S GET THINKING

DEFORESTATION IN INDONESIA

Indonesia is one of the world's largest producers of palm oil, which is used in many food products throughout the world. An increasing area of the country's forests has been cleared to plant oil palms. Trees are being cut down at more than four times the sustainable rate. This is also due to illegal **logging** in the region.



Biodiversity is at risk because animal habitats, such as those of the orangutans, are disappearing. The traditional way of life of the indigenous population is also threatened. They depend on the forest for medicine, food, shelter and other necessities. As the forest disappears, so does their culture.

Cutting down trees also has an impact on the areas where people live. Flash floods are becoming increasingly common – such as in Indonesia's eastern Papua province – because as the forest disappears, there are fewer trees to soak up rainwater and let it out slowly.

1. Why are the forests in Indonesia disappearing?
2. What effects has deforestation had on the environment?
3. In groups, research the issues associated with palm oil plantations. Find out what is being done to stop the current deforestation rates and present your findings to the class.

THE COST OF PRIORITISING ECONOMIC GROWTH

As more countries focus on developing their economies, this is having a huge impact on our environment and the global commons. The rise of a global consumer demand for more goods and services has provided developing countries with more opportunities to grow their economies and improve their standard of living.

Globalisation has meant that goods and services can be accessed by more people all over the world. However, the fast pace of economic growth and globalisation has led to environmental damage, such as:

- using up non-renewable resources (e.g. oil, coal and gas)
- overfishing, resulting in reduced fish stocks
- biodiversity loss (e.g. from deforestation)
- air pollution (e.g. smog from factories)
- ocean pollution (e.g. getting rid of waste into the ocean, which can destroy the habitat of marine life, such as fish and coral)
- a rise in CO₂ levels in the atmosphere, increasing the Earth's global temperature.

FIND OUT MORE...

about economic growth in Theme 2, A1: 'What is economic development?', A3: 'What is an emerging economy?' and Theme 3, E1, E2 and E3: 'Cultural change in emerging economies'.

SUBJECT VOCABULARY

pressure groups people who come together with the aim of influencing others, or the government, about a particular issue

REDUCING THE COSTS

The United Nations, the European Union and other international organisations have recognised the impact that global economic development has had on our environment. They are working together to persuade countries to change the way they interact with the environment. **Pressure groups**, such as Greenpeace and Friends of the Earth, also have an impact on the way we think about the environment. They ask for change by campaigning and protesting (e.g. in 2020, Greenpeace protested in the North Sea to stop oil production polluting the ocean).

Many countries have strategies to reduce environmental damage. For example, Finland has many effective ways to protect the natural environment. It has lake and river clean-up policies to remove waste; protected areas for nature to increase biodiversity; and it controls its CO₂ emissions. It is a wealthy, developed country, so it can afford environmental investments. It also has a low population density, which makes it easier for nature conservation.

But in some countries, business interests have powerful influence over the government. As a result, there is pressure not to enforce strict rules on the environment in case it damages businesses' profits.

CASE STUDY: CHINA'S GREEN GROWTH

China's economic growth has been very rapid since the 1970s. There are many factories in China making products for customers all over the world. This has resulted in more fossil fuels, such as coal being used, producing smog that pollutes the air. This air pollution costs, on average, 1.1 million lives each year in China, as well as crop failure worth US\$37 billion. This pollution also has a global impact due to the threat of global warming and climate change. China's pollution reduces the efforts of other countries trying to tackle this global phenomenon.



The Chinese government decided that things had to change. No new coal-fired power stations were built, and older ones were shut down. In some cities, such as Beijing, the number of cars on the road was restricted. 'New energy vehicles' (NEVs) have become very popular in China, such as electric buses – China has more than 400,000, or about 99 per cent of the world's total!

The government also introduced the 'Great Green Wall' programme, which aims to restore the environment by planting trees. So far, 35 billion trees have been planted to prevent deserts taking over farmland. The hope is that the trees will improve the soil quality and allow food crops to grow around the trees.

WHAT WILL THE FUTURE BRING?

It is becoming more apparent that we need to work together globally to protect our environment and the global commons. The need to focus on economic development is important, but is it worth the cost of our environment?

More strategies and policies are being made to look at protecting the environment, such as making new products that we can mend and reuse rather than throw away. Many European countries have new recycling rules for anything that's produced, such as in Sweden, where 99 per cent of household waste is recycled and used to produce energy.

Remember, the global commons do not belong to one nation: they are everyone's responsibility.

CHECK YOUR UNDERSTANDING

1. What impact do palm oil plantations have on a global scale?
2. Why can economic growth increase pollution?
3. In small groups, discuss what you think is meant by the 'global commons'. Create a presentation to explain what they are, why they are under threat and what is being done to protect them.
4. The world is doing more to try and protect the Earth by making laws. Using your own research, find three laws that do this and what they aim to achieve.

ACTION LINKS

Due to the effects of climate change, the world is globally campaigning to save its global commons. What is the country in which you live doing to help?

OTHER POINTS OF VIEW

'It's more important for economies to grow, so the environment should take second place.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

C4: MANAGING GROWTH AND THE ENVIRONMENT

LEARNING OBJECTIVES

- You will find out how we can have growth and protect the environment and its link to sustainable development.

LET'S GET THINKING

LET NOTHING GO TO WASTE!

This chair is made of wood-plastic composite, where 30 per cent of the material is wood, a renewable source, and at least 55 per cent of the remaining material is recycled plastic (such as the plastic waste collected from oceans). This means that, as a product, the chair has less impact on the environment than new, oil-based plastics that are made from coal, oil or gas.

- Why is IKEA producing a chair like the one seen in the advert?
- What are the benefits of creating a chair like this:
 - for IKEA
 - for the customer
 - for the environment?
- What is the benefit of creating furniture like this chair? Carry out your own research to find other products that have been made using environmentally friendly methods.
- What effect does making environmentally friendly products have on climate change?



SUBJECT VOCABULARY

circular economy a process to reduce waste and develop ways of using the same resources many times

PROTECTING THE ENVIRONMENT AND ECONOMIC GROWTH

IKEA's move to produce more sustainable furniture is just one way that businesses, governments and individuals are promoting how to protect the environment and support economic growth at the same time.

A group of businesses, governments and other organisations, such as the World Economic Forum and the European Economic and Social Committee, have come together to help the development of sustainable strategies. This is as part of a **circular economy**.

THE CIRCULAR ECONOMY

Products that are made in a circular economy will be reused, shared or repaired rather than just thrown away. They may also be refurbished (improved), remanufactured or recycled. Look at the chair made by IKEA – 55 per cent of it is made from recycled plastic. Instead of being sent to a dump, a landfill or burned, it is being turned into something else. As a result, waste, pollution and CO₂ emissions are all reduced.

SUBJECT VOCABULARY

perpetual loop a never-ending system so that something can last for a long time

The aim is to keep everything in use for longer. This **perpetual loop** ensures that products and materials have continuous value at every stage. Some waste might be inevitable but efforts should be made to find a use for it. For example, garden and vegetable waste can be composted and used to help grow new plants.

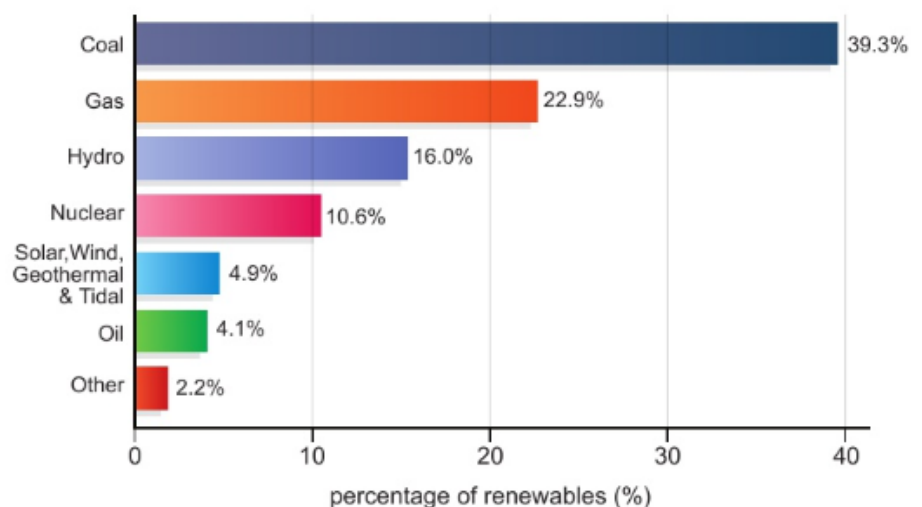


A global organisation has been set up to promote these ideas. It is called the Platform for Accelerating the Circular Economy (PACE). PACE circular economy projects focus on plastics, electronics and capital equipment, food and agriculture, and textiles and fashion. It has many members, from multinational companies to governments and global organisations. The aim is to promote and develop ideas to enable human and environmental well-being.

RENEWABLES

Part of a circular economy involves using resources that will not run out. Making electricity from oil, gas or coal is therefore not good for the planet. Not only will they run out, but they will produce large quantities of greenhouse gases.

More and more electricity is being generated from renewable sources. For example, the UK can now produce more electricity from renewables than from gas. There is plenty of scope for further developments in this field. As the chart shows, more than half the world's electricity is still produced from fossil fuels.





SUBJECT VOCABULARY

sustainable development meeting the needs of today while ensuring that future generations can also meet their needs

FIND OUT MORE...

about sustainable development in Theme 2, D1: 'Developing the MDGs', and D2: 'Developing the SDGs'.

CASE STUDY: POWER IN PARAGUAY

Paraguay is a country in South America with a relatively small population of approximately 7 million people in 2020. As of 2017 Paraguay has a HDI of 0.7, placing it in the highly developed category.



Itaipu is the world's largest hydropower plant, located in Paraguay. The country is one of the world's largest producers of renewable energy per head of its population. It is the fourth-largest exporter of electricity in the world. Only Canada, France and Germany export more.

It can produce five times more electricity than the country needs. Not only is it using renewable energy to supply the country itself, but it is providing an example to other countries on how to invest in the economy while having more sustainable practices.

By encouraging growth in an environmentally friendly way, we are encouraging **sustainable development**. We can promote economic growth while protecting the environment for the benefit of society and the future of the planet.

CHECK YOUR UNDERSTANDING

1. How are organisations, such as IKEA, working to help the environment?
2. Look at the diagram of the circular economy on page 97. In your own words, describe what is happening. You may use an example of a product to help you.
3. How do renewables help to combat climate change?
4. In pairs, consider what you could change in your life to help protect the environment.
5. Create a poster including information on how countries could achieve sustainable development.

ACTION LINKS

Create a diary of the activities you do throughout the day. Are the activities sustainable, or are they potentially damaging the environment?

- Include what you do in the morning, afternoon and evening by creating a flowchart. Add notes to your flowchart on whether you think your activity is sustainable or not, giving your reasons why.
- Think of the ways your activities could become more sustainable.
- Is there a product in your day that could be part of the circular economy?

OTHER POINTS OF VIEW

'Businesses should try to make all their products completely environmentally friendly.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.



▲ To reduce waste, it has become commonplace to carry reusable glassware, cutlery and bags

C5: PROTECTING AND ADAPTING TO THE ENVIRONMENT

LEARNING OBJECTIVES

- You will find out about the response of the global community and citizens on protecting the environment and adapting to change.



LET'S GET THINKING

ECOTOURISM

Borneo is Asia's largest island and it is an attractive destination for tourists to experience the unusual wildlife and fascinating landscapes. The rainforest is home to famous animal species, such as the pygmy elephant and Bornean orangutan. It is also where the indigenous Dayak people live.



As tourism increased, the country was concerned about protecting the rainforest. **Ecotourism** principles were introduced so that the environment was preserved but development could still take place. Animals stay within a sanctuary that tourists pay to see; locals are hired as tour guides; and craft sellers and tourists stay in lodges built from the local materials.

SUBJECT VOCABULARY

ecotourism tourism that minimises the impact on the environment and respects local cultures

- Create a mind map to describe what ecotourism is, using key words.
- What is protected when ecotourism is introduced?
- In pairs, discuss how ecotourism might limit the impact of climate change. How can ecotourism lead to sustainable development?
- Create an advertisement on how ecotourism could support your country (or a country of your choice). Comment on how ecotourism helps:
 - the economy
 - the environment
 - people.

UNITED NATIONS FRAMEWORK CONVENTION ON CLIMATE CHANGE

Sustainable development can only occur successfully if action is taken on a local, national and international scale. Countries around the world are taking action to work together globally to adapt to the changing environment. For example, the UN created the United Nations Framework Convention on Climate Change (UNFCCC) in 1994.

There are 197 parties who signed up and they meet annually at conferences around the world to assess its progress. The UNFCCC:

- aims to reduce the level of greenhouse gases globally
- requires countries to provide reports on their climate change actions
- states that developed countries should lead by example, and new funds should go to developing countries
- helps developing countries to limit their greenhouse gas emissions in ways that don't prevent their economic progress.

The Kyoto Protocol (1997) is an international treaty that was an extension of the UNFCCC. It is a global agreement on climate change with targets for 52 industrialised countries to reduce their greenhouse gas emissions. More than 100 developing countries, such as China and India, were exempt.

The Paris Agreement (2016) developed from the Kyoto Protocol. It is the first global agreement to include both industrialised and developing countries. Instead of setting specific targets, it asks countries to determine, plan and report on their contributions to slow down climate change. Countries have to work towards improving on their current achievements for a better, more sustainable future.

FIND OUT MORE...

about environmental laws in Theme 1, D2: 'The making of international law'.

ADAPTATION AND INNOVATION

Climate change is leading to a lot of environmental uncertainty, which affects individuals and the global community. It is critical that countries learn how to adapt to the changing natural environment to survive the changes.

SUBJECT VOCABULARY

genetic modification changing the structure of the genes of living things to make them healthier, stronger or more useful to people

FOOD SUPPLIES

Technology has been developed to help secure food supplies. **Genetic modification** develops new crop varieties by making them more resilient to climate change. This can improve the quality and quantity of crops. Water can also be provided more readily for farmers with

modern irrigation systems. This allows water to filter steadily from pipes into the soil. We can also help to slow climate change by reducing the amount of meat we eat, since livestock farming needs a lot of land and releases greenhouse gases into the atmosphere.



SEA LEVEL CHANGES

Many people live in towns and cities on the coast. As sea levels rise due to warming temperatures, people will have to move or sea defences will have to be built to prevent flooding or the land being consumed by the sea.

NATURAL DISASTERS

The lives of people living in areas that are prone to natural disasters, such as the Philippines, India or Haiti, are more at risk. Their livelihoods often depend on resources that are very sensitive to climate change, such as water and agriculture.

Natural disasters can destroy the land and resources. They can also bring injury, diseases (e.g. waterborne infections such as cholera), and even starvation (having no food for a long period of time). The communities affected, especially those in poorer countries, are also unlikely to have enough money to help them to adapt quickly enough to such events.

Changes in infrastructure, such as how houses are built, can help. For example, building houses on stilts in India keeps homes above rising water levels and can save communities that are at risk of flooding.

Examples of real-life strategies to adapt and innovate include:

Country	What are they doing?
Norway	PILOT-E scheme to invest in green technology for zero-emission construction projects (e.g. an all-electric mixer drum)
China	'Sponge cities' are used to conserve and protect water supplies
Dubai, UAE	'Sustainable City', aimed at having zero emissions and using renewable energy

FIND OUT MORE...

about adaptation to climate change in Theme 4, section D: 'Technology, energy and climate change'.

CHECK YOUR UNDERSTANDING

1. What is the UNFCCC and what does it do?
2. In pairs, research the positives and negatives of:
 - a. the Kyoto Protocol
 - b. the Paris Agreement.
3. Do you think the international efforts have been effective in protecting the environment? Why or why not?
4. Why is adaptation to climate change necessary?
5. In the table above, you can see how some countries are adapting to climate change. Using your own research, find out what the following places are doing to adapt:
 - a. Quito, Ecuador
 - b. New York, USA
 - c. Durban, South Africa.
6. In your everyday life, how have you responded to climate change (e.g. using recycling bins in school)?

SUBJECT VOCABULARY

carbon footprint the amount of carbon dioxide released into the atmosphere due to the activities of an individual, organisation or community

ACTION LINKS

Everyone in the world has a social responsibility to look after the environment. What do you think your impact has been?

- You could go online and search for myclimate.org or the 'Local footprint calculator' on the World Wide Fund for Nature (WWF) website to work out your **carbon footprint**.
- Note your environmental impact, including the following categories: transport, energy, food and waste.
- Can you think of ways to reduce the size of your carbon footprint?

OTHER POINTS OF VIEW

'Adapting to change is more important than trying to limit climate change.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.



D1: DEVELOPING THE MDGs

LEARNING OBJECTIVES

- You will find out about the UN Earth Summits and the Millennium Development Goals (MDGs).



LET'S GET THINKING

POVERTY IN NIGER

Niger is a country close to the bottom of the Human Development Index (HDI). It has some challenges to its development, because:

- it is landlocked, which means that it does not have easy access to ports, so it can be harder to trade overseas
- its agriculture is inefficient due to poor farming practices
- it has high fertility rates (a high number of babies born)
- it has low levels of education
- it has high levels of poverty
- there is poor access to healthcare
- it has poor infrastructure
- it suffers from the effects of climate change (e.g. desertification and fossil fuel extraction).



Niger has become a democratic, multi-party state, but the majority of the population live in rural areas. This means that there is little access to essential services such as healthcare, education and basic amenities like food and water.

1. In pairs, read the challenges to Niger's development above. Which three do you think might have the biggest impact on Niger's development? Give your reasons why.
2. How could the standard of living in Niger improve?
3. What targets would you create for Niger to develop sustainably? Share your targets with the class.

THE BEGINNING OF THE UN'S SEARCH FOR SUSTAINABILITY

Global development has been an important aim for the UN, to raise the quality of life for all countries. In 1965, the United Nations Development Programme (UNDP) was established to provide special assistance for developing countries. Over the years, the world saw varied levels of development. UN institutions, such as the World Bank, played an important role in development.



However, in 1992, it became clear that sustainability was a huge global issue. It was too problematic (full of difficulties) for individual countries to deal with alone. In response, the UN set up the United Nations Conference on Environment and Development, which became known as the 'Rio de Janeiro Earth Summit'. Twenty years later, in 2012 (again in Rio), the UN Conference on Sustainable Development took place. As you have already learned, its main achievement was the UNFCCC, which led to the Kyoto Protocol and the Paris Agreement.

The first Earth Summit in Rio wanted to ensure that countries would carry out the promises they made. So, they set up the Commission on Sustainable Development to monitor the agreements. In 2013, after the second Earth Summit, this became the High-level Political Forum on Sustainable Development. It meets every year and it is responsible for all of the UN's policy on sustainable development.

FIND OUT MORE...

about United Nations action on sustainable development in Theme 1, D2: 'The making of international law'.

THE MILLENNIUM SUMMIT

The Millennium Summit in 2000 produced a declaration which stated:

'Every individual has dignity; and hence, the right to freedom, equality, a basic standard of living that includes freedom from hunger and violence and encourages tolerance and solidarity.'

SUBJECT VOCABULARY

Millennium Development Goals (MDGs)

eight international goals that aimed to help improve the lives of the poorest people

From this statement, the **Millennium Development Goals (MDGs)** were created. These were a set of plans made by the UN, which aimed to improve people's life chances and the environment in poor countries. Each goal had a set of targets and a timeline for its achievement.

THE UN'S MILLENNIUM DEVELOPMENT GOALS



The MDG Report 2015 found that it was largely successful across the world but noted that there were shortfalls. For example, Brazil achieved many of the goals but those countries with less-developed economies, such as Benin, made slower progress.



SUBJECT VOCABULARY

gender parity a measure that shows how equal things are between men and women, by comparing average income, for example

CASE STUDY: BANGLADESH AND THE MDGs

Bangladesh is an example of a country that has met several targets of the MDGs, such as access to clean water. On World Water Day in 2015, people in Bangladesh gathered to celebrate the success of the goal: nearly 98 per cent of the country now had access to clean water.

It also made progress in reducing poverty rates, creating **gender parity** in school education and reducing the under-fives mortality rate (number of deaths). However, it still needs to make progress in areas such as creating jobs, ensuring quality education at all levels, its climate change contributions (e.g. more forest coverage) and access to ICT equipment.



CHECK YOUR UNDERSTANDING

1. What led to the development of the MDGs?
2. Read and memorise the MDGs for 1 minute. Write down the goals from memory then compare your answers in pairs.
3. Which MDGs did Bangladesh find hard to achieve? Why do you think this might have been so?
4. In pairs, think of two goals that you would add to the MDGs. Share your ideas with the class and create a class poster of your new goals.

ACTION LINKS

Go online and search for the IndexMundi website. Explore the data on MDGs in your country (or a country of your choice). How much progress has the country made towards each MDG?

OTHER POINTS OF VIEW

'Some of the MDGs are more important than others, so they should be prioritised.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

D2: DEVELOPING THE SDGs

LEARNING OBJECTIVES

- You will find out about the UN's Sustainable Development Goals (SDGs) and how they benefit both local and global communities.

LET'S GET THINKING

THE UN'S SUSTAINABLE DEVELOPMENT GOALS

In 2015, the Millennium Development Goals period ended. The UN MDG Report analysed the progress that was made: but what should happen next?

The MDGs mainly focused on developing countries, so a more universal set of goals needed to be agreed upon. Since 2012, work began on the next set of goals as a result of the Rio+20 meeting.

The UN wanted everyone with interests in the goals to have the opportunity to take part. This included the scientific community, indigenous people and various UN agency departments in order to include many points of view.

All the countries involved in this action agreed on a document called 'The Future We Want', where both developed and developing countries would work towards a set of connected goals. They included the key themes of ending poverty, better housing, and improving access to electricity, water, sanitation and healthcare. The Sustainable Development Goals were adopted by all UN member states in 2015.

During the 2016 COP22 Conference, the UN Secretary General said:

'We don't have a plan B because there is no planet B.'



1. Why was it necessary to develop the SDGs?
2. Why was it important to include people with different backgrounds and points of view when developing the SDGs?
3. Why do you think the UN Secretary General said, 'We don't have a plan B because there is no planet B'?
4. The world faces many challenging issues. Find an image online to show an example of an issue and why there is a need for the SDGs. Add a caption to your image to emphasise your message.

MOVING ON



SUBJECT VOCABULARY

Sustainable Development Goals (SDGs)

17 goals that give targets to lift everyone from poverty and provide them with a sustainable way of living

The Millennium Development Goals had very broad aims, while the **Sustainable Development Goals (SDGs)** made the new aims more specific, with a greater level of detail. They look more closely at ending poverty, protecting the environment and promoting peace by 2030.

The SDGs mean that countries and aid agencies must look for strategies to lift people out of poverty in sustainable ways, rather than just working on short-term problems. The goals cover many aspects of strategies to support development and combat the effects of climate change. There is a lot of detail and each goal has a number of targets, with 169 targets in total.

SDG SUCCESSES

The global community has been working steadily towards meeting their SDGs. According to the SDG Report 2019, some achievements include:

- More than 1 billion people have lifted themselves out of poverty over the past 25 years.
- The proportion of the global population using safely managed sanitation services increased from 28 per cent in 2000 to 45 per cent in 2017.
- Nearly 9 out of 10 people now have access to electricity.
- Real GDP per capita increased globally by 1.9 per cent in 2017.

TOO MUCH OF A CHALLENGE?

Despite the successes of the SDGs, there are numerous reasons why progress towards meeting SDGs might differ between countries. They include:

- political instability
- rising living costs
- overconsumption
- wealth inequalities
- overpopulation
- crime.



Many of the goals are difficult for developing countries to achieve. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), there are still 262 million young people without access to school in Sub-Saharan Africa. It also claims that the world is going to miss its goal of quality education for all by 2030.

Despite progress in the early years of the development goals, it appears to have now stalled due to ongoing conflict in countries such as Chad, and a reduction in overseas aid linked to global financial crashes.

CHECK YOUR UNDERSTANDING

1. How were the SDGs developed?
2. In pairs, discuss the similarities and differences between the SDGs and the MDGs.
3. What do you think are the main challenges of having development goals? Make a list and share your thoughts.
4. How could the SDGs be improved?
5. In pairs, choose two SDGs that you would like to find out more about. Go online and search for the 'SDG Report 2019' and investigate the successes and remaining challenges. Present your findings to the class.

ACTION LINKS

In your school community, investigate how it is working towards sustainable development. You could investigate the following:

- inclusion, respect and co-operation between members
- respect for the environment
- equality and fairness to services and resources.

OTHER POINTS OF VIEW

'The SDGs focus too much on UN goals rather than countries' own individual goals.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

D3: MEETING SDG TARGETS

LEARNING OBJECTIVES

- You will find out about meeting SDG targets in two contrasting regions.

LET'S GET THINKING

COMPARING SDG PROGRESS

	Sustainable Development Goals (SDGs)	Sub-Saharan Africa		Latin America and Caribbean	
1	No poverty		→		↓
2	Zero hunger		→		→
3	Good health and well-being		→		→
4	Quality education		→		→
5	Gender equality		→		→
6	Clean water and sanitation		→		→
7	Affordable clean energy		→		↑
8	Decent work and economic growth		→		→
9	Industry, innovation and infrastructure		→		→
10	Reduced inequalities		Not available		Not available
11	Sustainable cities and communities		→		→
12	Responsible production and consumption		Not available		Not available
13	Climate action		↑		→
14	Life below water		→		→
15	Life on land		→		→
16	Peace, justice and strong institutions		↓		→
17	Partnerships for the goals		→		→

Key			
Major challenges remain	Significant challenges remain	Challenges remain	SDG achievement
Progress is decreasing	Progress is staying the same	Progress is moderately increasing	Progress is on track
↓	→	→	↑

- Which region is achieving the SDG targets most effectively?
- Which SDG targets are on their way to being achieved in each region?
- Which SDG targets seem to be the hardest to achieve?
- How do you think countries might be helped to achieve the hardest goals?
- Why do you think some data is not available?

WHAT'S THE DIFFERENCE?

Looking at the chart in the Let's get thinking section, you can see the progress being made towards meeting SDG targets in two world regions. The arrows show the change that is taking place, even if this is only moderate (not too much). But there is much more red showing for Sub-Saharan Africa than in Latin America and the Caribbean. This shows that there is currently less progress towards meeting the SDGs in the Sub-Saharan Africa region.

Remember that countries do not start at the same place, so their progress might be quicker or slower depending on the resources and help they may already have available. There has been some improvement in both regions, as numerous projects have been funded and implemented in various countries to help development. Some examples include:



► Marta Ixtós Ajú, a farmer in Guatemala (Latin America)

*[Before the project]
I neither knew how to get the seeds,
nor how to plant them. Now I do.
Through a drawing, they showed me
what my garden would
look like.*

The UNDP's Climate Change Resilient Productive Landscape has allowed Marta to grow a vegetable garden of her own, supplying healthy food to feed her family.



► A local farmer in Zambia (Sub-Saharan Africa)

*The idea behind the project
is to let farmers involved in the front-
line fight against climate change
access real-time climate information ...
and use drought-tolerant
crop varieties*

In Zambia, climate change has wiped out crops due to drought. Farmers used traditional ceremonies to forecast the weather and this was no longer useful when faced with new unpredictable weather patterns. The Green Climate Fund (GCF) has now financed projects to allow farmers to cope with climate change. It provides them with the necessary skills and expertise to meet SDG targets.

MOVING FORWARD

Both regions need to make more progress to achieve the SDGs, but countries in Latin American and the Caribbean are more on track than those in Sub-Saharan Africa. Part of the problem is that Sub-Saharan Africa is a region of very large countries, as well as very small ones. It is difficult for small, less-developed countries to establish the infrastructure and industry they need to help them to develop economically. Providing funded projects that promote sustainability can help countries to develop and make progress towards the SDG targets.

FIND OUT MORE...

about funding projects in Theme 2, B2: 'Types of development aid'.

CHECK YOUR UNDERSTANDING

1. In pairs, think about why countries in Sub-Saharan Africa are slower to achieve the SDG targets than those in Latin American and the Caribbean.
2. Look at the successful projects set up in Guatemala and Zambia. Which SDGs do you think are being achieved here?
3. In pairs, create mind maps on each of the barriers to development. Can you think of ways they could make it hard to achieve SDG targets? Are there any more barriers to development?
4. Imagine you are a rural farmer in a country in Sub-Saharan Africa. You farm the land to feed your family. You now want to make more money to send your children to school. What help will you need to do this?

ACTION LINKS

Choose two countries from contrasting regions (e.g. Europe and North America) and create a presentation, showing how they are progressing towards the SDG targets.

You can also choose a highly developed country from any world region and show how they are progressing towards the SDGs.

- Include examples of case studies and projects that are in place. You can use the SDG Fund website (sdgfund.org) to help you.
- Include data and specific examples of how these countries are meeting certain SDGs.
- Include any challenges they have faced on meeting the SDGs.

OTHER POINTS OF VIEW

'It's unfair for all countries to have the same goals when they don't start from the same starting point.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

E1: WHY DO COUNTRIES WORK TOGETHER?

LEARNING OBJECTIVES

- You will find out about the growth of regional multi-governmental organisations (MGOs).

LET'S GET THINKING

THE ASEAN



The Association of South East Asian Nations (ASEAN) helps its member countries to work together to achieve a range of objectives. These are to:

- speed up economic growth, social progress and cultural development
- raise people's living standards
- promote regional peace and stability
- work together and help each other, including developing industries, trade, communications, training and research
- promote South East Asian studies
- co-operate with existing international and regional organisations with similar aims and purposes.

1. What benefits do you think ASEAN members get from working together?
2. In pairs, discuss the possible challenges of being an ASEAN member.
3. What do you think the most important objective is for ASEAN? Give reasons for your answer.
4. Can you think of any other groups like ASEAN?

SUBJECT VOCABULARY

multi-governmental organisations (MGOs) groups of countries that agree to work together to achieve objectives, such as economic and/or political aims

tariffs taxes on products that are traded between countries

trade blocs groups of countries in specific regions that reduce trade barriers and promote free trade

FIND OUT MORE...

about trade in Theme 2, A4: 'Free trade or fair trade?'

SUBJECT VOCABULARY

Erasmus a programme funded by the EU that organises student exchanges

WHAT ARE REGIONAL MULTI-GOVERNMENTAL ORGANISATIONS?

Regional **multi-governmental organisations (MGOs)** are formed when a group of countries within a region join together to promote economic development, maintain stability and manage environmental challenges. Countries join together in groups in order to benefit from working with each other in a variety of ways. Examples of MGOs include the European Union (EU); the North Atlantic Treaty Organization (NATO); the African Union (AU); and the Organisation of Eastern Caribbean States (OECS).

Regional MGOs often focus on the best possible trade deals they can secure with one another. They do this by trading together without paying any **tariffs** when buying products from another country. They are known as **trade blocs**.

For example, EU member countries buy things from each other without paying any of the taxes. This means that they are cheaper for people to buy. There are many advantages for businesses too. For example, the Swedish furniture company IKEA benefits from the growth of the EU, because it now has a tariff-free market of nearly 75 million people living in the EU.



Not only is there free trade within a group but there may also be free movement of people, so citizens of one member country can live and work in another. There are often other agreements between members, such as affordable education through reduced university fees and **Erasmus** programmes, but also shared access to healthcare and housing.

Erasmus+ has not only opened my mind but allowed me to take responsibility for my capacity and build trusting relationships across nations with my hard work and dedication.



CASE STUDY: THE GROWTH OF THE EU

The formation of the EU dates back to the Second World War in 1945. Europe was torn apart by conflict and was facing devastating (causing a lot of damage) economic consequences. In 1950, political leaders decided to take action and created the European Coal and Steel Community in order to unite European countries economically and politically and to promote peace. The first countries to join were Belgium, France, West Germany, Italy, Luxembourg and the Netherlands.

In 1957, the Treaty of Rome was signed by members to establish a **common market** known as the European Economic Community (EEC). There was economic growth as tariffs on goods were removed and member states had joint control over food production to ensure everyone had enough. You can see a timeline outlining some key events of the EU's growth here.

1970s:

Denmark, Ireland and United Kingdom join the EU.
Investment in more jobs and better infrastructure.
Citizens can vote directly on who is in European Parliament.
New laws to protect the environment.

1980s:

Greece, Spain and Portugal join the EU.
The Single European Act treaty is signed, focusing on free movement of trade and the single market.
West and East Germany are reunified when the Berlin Wall falls.

2010–today:

The Banking Union is created to help EU countries during the global financial crisis.
The EU is awarded the Nobel Peace Prize.
Refugee crisis as many refugees flood into Europe to escape conflict from regions such as Africa and the Middle East.
The UK is the first member state to leave the EU.

2000s:

12 new countries join.
The Euro is created as a new common currency.
The Lisbon Treaty is signed, which gives the EU power to sign international treaties.

1990s:

Austria, Finland and Sweden join the EU.
The single market introduces four freedoms: movement of goods, services, people and money.
Millions of young people study in other EU countries.
Security and defence matters are a focus.

CHECK YOUR UNDERSTANDING

SUBJECT VOCABULARY

common market a group of countries that have an agreement for trading among themselves and how they trade with countries outside the group

1. What is an MGO?
2. Why do you think countries might want to join together to form an MGO?
3. In pairs, discuss the main events that led to the formation and growth of the EU. What do you think the positives are for the growth of the EU? Can you see any possible challenges?

ACTION LINKS

Choose another MGO and carry out your own research to find out more.

- You could create a timeline to show the key events that led to the formation of the MGO.
- Include the opportunities and challenges that the MGO faces.
- State whether or not you think this MGO has a future.

OTHER POINTS OF VIEW

'When countries become a member of an MGO, they lose their sovereignty.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

E2: THE CONSEQUENCES OF MGOs

LEARNING OBJECTIVES

- You will find out about the consequences of MGO growth for economic development.



LET'S GET THINKING

THE EAST AFRICAN COMMUNITY (EAC)

The East African Community (EAC) was formed in 1999 and is an MGO made up of six countries based in eastern Africa: Burundi, Kenya, Rwanda, South Sudan, Tanzania and Uganda. The capital of the EAC is Arusha, in Tanzania, where their headquarters is based. According to the EAC, in 2019 there were approximately 177 million people across the six countries.



▲ EAC headquarters in Arusha, Tanzania

The EAC is guided by a treaty that was established by the MGO in 2000. Countries joined the EAC to work together politically, economically and socially. For example, they have a customs union with free trade. Any goods that are imported from outside the EAC will be subject to tariffs. They also have a common market, which includes the free movement of goods, people, workers, services and money between its member states.

The EAC is working towards becoming one regional power (i.e. the East African Federation). This would mean:

- a political union, forming a new nation
- an economic union, using the proposed East African shilling as currency
- a capital city with one central government based in Arusha.

1. Why has the EAC been formed?
2. How will joining the EAC affect the development of member states?
3. What international opportunities might there be for member states if the East African Federation is formed?
4. In pairs, discuss the impact the East African Federation might have on other African countries that are **not** member states.

WHY JOIN AN MGO?

The main reasons why countries might want to join an MGO are for political stability; mutual trade benefits; freedom of movement for individuals to live and work in member states; and for businesses to operate in bigger markets more easily. This provides more opportunities for member states in terms of economic development.

Those member states that are more economically developed than others might be able to contribute more to the MGO: for example, they could provide more financial support that helps other member states to develop. But being a member of an MGO means that they will benefit in many other ways. Here is a select list of ways that Ireland benefits from being a member of the EU.

Ireland and the EU

Irish people have the right to live and work in any EU member state.

Ireland has received over €42 billion (net) of European funds since it joined.

Irish businesses can access a market of over 510 million people in the EU.

EU membership has attracted businesses to Ireland, creating thousands of jobs and increased trade opportunities.

EU law means that men and women are given equal pay for the same job.

Around 50,000 students have joined in the Erasmus+ programme since 1987.

European health insurance covers Irish citizens while travelling in the EU.

European travel law has made it cheaper for Irish citizens to travel in the EU.

Ireland is part of the **European Research Area**, which means it can benefit from and take part in global research and development projects.

The Irish language is an official working language in the EU, which helps to preserve a part of its culture for future generations.

SUBJECT VOCABULARY

European Research Area a single, borderless market across the EU, which allows scientific knowledge, technology and research to move freely

WHY NOT JOIN AN MGO?

MGOs have been significant in providing economic and political stability for member states, including many benefits as shown by the Ireland and the EU example. However, countries might choose not to join an MGO and remain separate. One example is Iceland.



SUBJECT VOCABULARY

European Economic Area (EEA) an agreement that allows EU member states and some non-member states access to the single market

European Free Trade Association (EFTA) a regional trade organisation that allows free trade between Iceland, Liechtenstein, Norway and Switzerland

Schengen Agreement a treaty that allows free movement between European countries as national borders were abolished

FIND OUT MORE...

about nation states and sovereignty in Theme 1, A4: 'Nation states: the challenges to their sovereignty'.

Despite Iceland not being a member of the EU, it is integrated into the **European Economic Area (EEA)**, **European Free Trade Association (EFTA)** and the **Schengen Agreement**. This means that Iceland takes part in the single market and contributes economically and socially. It is thought that Iceland remains a non-member state because:

- It wants to protect its fishing industry. The Icelandic economy relies on fishing and EU policies might have an adverse effect on the industry.
- It has strong relations with the USA. It can rely on them for economic and political assistance, meaning they do not need to depend on anyone else.
- It wants to remain sovereign (completely independent). Individual member states might feel their power is reduced as certain MGO rules might overrule national ones.
- It wants to protect its national identity. Becoming a member of an MGO with many different countries might lead to this identity becoming more defining than the national identity.

CHECK YOUR UNDERSTANDING

1. Why are MGOs important for economic development?
2. How can joining an MGO improve the lives of individuals in member states?
3. In pairs, discuss the reasons why countries choose not to join MGOs. Can being a non-member state help with economic development? Why or why not?

ACTION LINKS

Investigate an example of a country that has been refused access to join an MGO. What are the disadvantages for the country if it is a non-member state?

- Describe the MGO it has tried to join and outline their aims.
- Explore the possible economic, political and environmental impacts that being a non-member state might have on the country.

OTHER POINTS OF VIEW

'MGOs are the best option for countries to grow economically.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

E3: THE PROS AND CONS OF MGOs

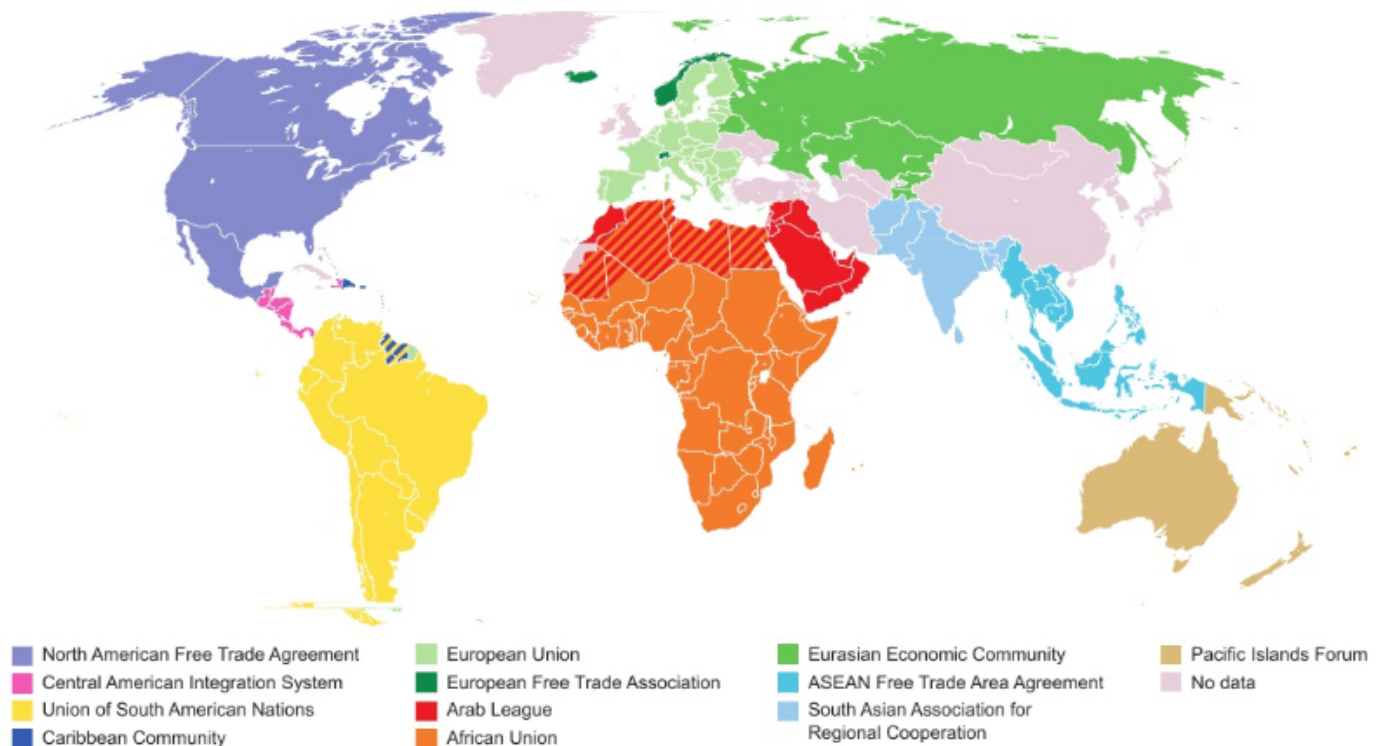
LEARNING OBJECTIVES

- You will find out about the arguments for and against greater political integration.

LET'S GET THINKING

MGO RELATIONS

Globalisation has meant that it is much easier for us to connect internationally, as we are able to travel and communicate much more easily and quickly. Faster transport links and advances in communications technology, such as mobile phones, IT equipment and access to the Internet, mean that countries can work together a lot more efficiently. This has contributed to the growth of MGOs.



The map shows us where MGOs have formed around the world, with the majority of countries appearing to be members of at least one regional group. As you have already learned in this section, when countries come together or 'integrate' to form an MGO, the following things tend to occur:

- trade blocs are created to reduce tariffs (within the MGO only)
- tariffs are placed on goods from countries outside the MGO
- member states become more dependent on each other
- member states may have weaker relations with non-member states
- member states sacrifice some power and sovereignty to the MGO.

Becoming a member of an MGO can bring economic and political stability, but this is not always achieved equally among all the countries involved.

Study the map and answer the following questions:

1. How do you think the USA and Canada benefit from being part of the North American Free Trade Agreement (NAFTA)?
2. How do you think Mexico is affected by NAFTA? (You can use a map of the world to help you.)
3. Why might it be better for European countries to trade with each other rather than trading with the USA?

ARGUMENTS FOR AND AGAINST GREATER POLITICAL INTEGRATION

The growing influence of MGOs over economic development, political stability and environmental issues is increasingly evident. However, there are countries that have chosen not to integrate or have decided to leave. This may be because the group does not represent the best interests of that country. The table below shows the arguments for and against political integration.

For	Against
■ movement across borders makes travel easier, cheaper and provides more opportunities for individuals (e.g. jobs, education, family, etc.) ■ trade blocs allow free trade, which makes trading goods and services easier and cheaper ■ it can promote economic growth at all levels (i.e. local, national, international) as member states can help to support each other ■ it can make political negotiations easier, as it speaks on behalf of all member states	■ loss of sovereignty and independence for member states as MGO powers expand ■ MGO countries that are wealthier are expected to contribute more money for development than less-wealthy MGO countries ■ financial dependency, as member states that borrow money from financial institutions must repay debts ■ trade blocs are a barrier to international trade, limiting opportunities to trade outside the bloc. It is also more expensive to trade with non-member states

CASE STUDY: BREXIT – A VOTE AGAINST POLITICAL INTEGRATION?



The UK became part of the EU in 1973, being one of the first members to join. However, in 2016, the UK voted to leave the EU in a referendum that became commonly known as 'Brexit'. There are many different claims as to why the UK decided to leave. Some of the common alleged reasons are:

- to regain sovereignty over UK laws and decision making, as well as to escape strict EU laws and regulations
- to regain border control over the flow of migration
- to stop paying the UK's annual payments to the EU.

FIND OUT MORE...

about Brexit and democracy in Theme 1, A2: 'Democracy: strengths and weaknesses'.

CHECK YOUR UNDERSTANDING

1. In pairs, discuss how you think globalisation has affected the growth of MGOs.
2. In what ways is global trade affected by MGOs?
3. Why do member states lose sovereignty when they join an MGO?
4. In your class, form two groups. One group will support MGOs while the other will oppose MGOs. Using the reasons here (as well as your own), debate the arguments for and against. Is there an overall winner?

ACTION LINKS

Choose a country and research whether it has acted in the interests for or against political integration.

- You could find out if the country is a member of an MGO or trade bloc. Has it always been a member? Has it recently joined or left?
- Investigate the reasons why it might have joined or left. Do you think the decision to join or leave is beneficial for the country? Give reasons for your answer.

OTHER POINTS OF VIEW

'Countries should remain on their own rather than join an MGO.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

EXAM PRACTICE

SOURCE A

NIGERIA: AN EMERGING ECONOMY

Nigeria is one of Africa's largest, fastest-growing emerging economies but is still among the poorest countries in the world. In 2016, it was estimated by the United Nations Development Project that 62.6 per cent of Nigerians (around 112 million people) were living in poverty. It is also at risk from the effects of climate change, such as more flash floods that displace thousands of people from their homes. The issues are not limited to Nigeria but are repeated in countries across Africa and the developing world.

Long-term development aid has been provided to help support education, healthcare and other basic needs in Nigeria. International organisations, such as UNICEF, have helped with child survival and development. Aid has also been given to programmes run by indigenous people to help fund development at a local level.

This approach is more sustainable. Life expectancy is rising, and child mortality rates are lowering as the economy grows and further development takes place. These improvements will soon lead to a higher proportion of people reaching working age, meaning they are able to get jobs and contribute to the economy. Local people might also be more likely to stay and not migrate overseas if there are more pull factors in Nigeria. If the causes of poverty are tackled now, younger people could lead the way to a faster economic development for Nigeria.

SKILLS CRITICAL THINKING

- 1 An emerging economy is best described as:
- A a country which is growing because of industrialisation
 - B a country with a rising number of people of working age
 - C a country with an increasing number of children
 - D a country which is buying more from other countries.
- (1 mark)

SKILLS CRITICAL THINKING

- 2 A rising life expectancy means:
- A more babies are being born
 - B more people are dying
 - C more people are living longer
 - D more people are dying when younger.
- (1 mark)

SKILLS CRITICAL THINKING, INTERPRETATION

- 3 Identify **two** differences between long-term development aid and emergency aid.
- (2 marks)

SKILLS CRITICAL THINKING, ANALYSIS, PROBLEM SOLVING

- 4 Using your own knowledge, suggest **one** reason an individual's standard of living might improve as a country develops.
- (2 marks)

SKILLS CRITICAL THINKING, ANALYSIS

- 5 Outline **two** pull factors that might attract people to migrate to Nigeria.
- (2 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, PROBLEM
SOLVING

6 According to Source A, 'Aid has also been given to programmes run by indigenous people to help fund development at a local level.'

Suggest how this statement promotes fair trade in Nigeria. **(3 marks)**

SKILLS CRITICAL THINKING,
ANALYSIS

7 Using Source A, explain **two** ways in which aid has helped Nigeria to develop.

(4 marks)

SKILLS CRITICAL THINKING,
ANALYSIS

8 Explain **two** reasons why poverty slows a country's development.

(4 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, REASONING/
ARGUMENTATION,
DECISION MAKING

9 'Development is more likely to be successful if it involves local people.'

Provide reasoned arguments to support and oppose this statement. **(9 marks)**

SOURCE B

A SUSTAINABLE FASHION WEEK

Sustainability has become a key word in the fashion industry. The showcase for the industry, Fashion Week, has become a target for protesters. Extinction Rebellion ran a number of protests at London Fashion Week in the UK. The protestors lay on the ground to disrupt the show. They were demonstrating about the risk of humans becoming extinct as a result of climate change and the damage we are doing to our environment. They held protests in London but also across the world.

Copenhagen Fashion Week in Denmark responded to the protestors and their message. It has launched an action plan that means the companies who show their new fashion lines will have to meet certain targets. Among many other things, they will have to:

- use fabric that is at least 50 per cent organic or recycled
- have zero-waste set designs
- promise not to destroy clothes which are not sold.

The organisers are planning to measure the carbon footprint of the whole show, including food and drink, the press buses, merchandise partners and hotels. Plastic water bottles and coat hangers are banned.

The question is – will the companies involved continue to be sustainable after the show?

SKILLS CRITICAL THINKING

1 Which of these terms best describes Extinction Rebellion, as presented in Source B?

- A** a pressure group
- B** a lobby group
- C** an alliance group
- D** a protest group.

(1 mark)

SKILLS CRITICAL THINKING

2 Copenhagen Fashion Week is aiming to be more sustainable by:

- A** preventing people showing their fashions
- B** ensuring they minimise any harm to the environment
- C** not selling their clothes
- D** holding protests.

(1 mark)

SKILLS CRITICAL THINKING,
INTERPRETATION

- 3** Give **two** other sustainability targets that Copenhagen Fashion Week could have set for companies wanting to show their clothes. (4 marks)

SKILLS CRITICAL THINKING,
ANALYSIS

- 4** Explain how measuring the carbon footprint might help the organisers plan next year's show. (2 marks)

SKILLS CRITICAL THINKING,
ANALYSIS

- 5** According to Source B, 'Plastic water bottles and coat hangers are banned.'
Give **three** advantages that banning the products will have in relation to the environment. (3 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, PROBLEM
SOLVING

- 6** According to Source B, 'The question is – will the companies involved continue to be sustainable after the show?'
Using your own knowledge, suggest **two** ways the companies could use citizenship involvement to become more sustainable. (4 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, REASONING/
ARGUMENTATION,
DECISION MAKING

- 7** 'Most companies now aim to have sustainable practices.'
Provide reasoned arguments to support and oppose this statement. (9 marks)

SOURCE C**MORE STOVES, LESS DEFORESTATION**

Over 97 per cent of people in Malawi depend on wood and charcoal for cooking. This isn't necessarily bad for the environment because wood is a renewable resource; the issue is that it is not being used sustainably. There are traders who cut down trees illegally to sell as fuel for cooking. They can use the wood to make charcoal, which burns more cleanly and quickly than wood, but it is expensive. The traders make good money, but their actions are leading to deforestation in Malawi.

The introduction of cleaner cooking stoves is changing things. They use less fuel, produce less smoke and cook food more quickly. This will improve the health of the household, as smoke can be harmful to residents when breathed in. Women and children suffer most as they are usually in the house when cooking is taking place. Many cooking stoves are being given to very poor families, but they are not very expensive to buy. It is hoped that they will be in 65 per cent of homes very soon.

In the cities, a different type of stove is being sold. It uses 57 per cent less fuel than a traditional stove. The only issue is that it costs £30, which is expensive even for more wealthy Malawians.

Several NGOs are involved in distributing the stoves around the country. They are aware that if every family that has one, it will help Malawi to achieve the Sustainable Development Goals (SDGs) set by the UN.

SKILLS CRITICAL THINKING

- 1** Source C tells you that wood is a renewable resource. Which of the following is also a renewable resource? (1 mark)
- A** coal
 - B** oil
 - C** nuclear energy
 - D** tidal power.

SKILLS CRITICAL THINKING

2 The 'global commons' are the Earth's shared natural resources. They consist of:

- A** the oceans, atmosphere, Antarctica and forests
- B** the atmosphere, Antarctica, outer space and forests
- C** the oceans, atmosphere, Antarctica and outer space
- D** the oceans, atmosphere, forests and outer space.

(1 mark)

SKILLS CRITICAL THINKING, ANALYSIS, PROBLEM SOLVING

3 Deforestation is one cause of climate change, leading to many different consequences for our global environment.

Using your own knowledge, suggest **two** ways in which deforestation can affect the global environment.

(2 marks)

SKILLS CRITICAL THINKING

4 Suggest what the UN's SDGs are trying to achieve.

(2 marks)

SKILLS CRITICAL THINKING

5 Source C mentions the SDGs. Give **three** examples of the goals.

(3 marks)

SKILLS CRITICAL THINKING, ANALYSIS

6 Explain **two** ways in which the cooking stoves are helping Malawi to achieve the UN's SDGs targets.

(4 marks)

SKILLS CRITICAL THINKING, ANALYSIS, REASONING/ ARGUMENTATION, DECISION MAKING

7 'The UN's SDGs are too complicated and, therefore, unlikely to be achieved.'

Provide reasoned arguments to support and oppose this statement. **(9 marks)**

SOURCE D

THE REGIONAL COMPREHENSIVE ECONOMIC PARTNERSHIP (RCEP)

The Regional Comprehensive Economic Partnership (RCEP) is a proposed agreement between the ten members of the Association of South East Asian Nations (ASEAN) and Japan, South Korea, Australia, New Zealand and China. It will become the world's largest trading bloc.

The leaders of the countries involved said, 'RCEP will significantly boost the region's future growth prospects, contribute positively to the global economy and promote development in economies across the region.'

The RCEP is a free trade agreement between all the member countries. Trade will not be free immediately, but tariffs will be lowered over time.

India decided against joining the RCEP. It was concerned that cheaper imports from China would adversely affect its small businesses, such as cheaper imports of agricultural goods that would harm the livelihood of India's farmers.

SKILLS CRITICAL THINKING

1 Which of the following is a benefit of free trade?

- A** businesses cutting wages so they can make things as cheaply as possible
- B** countries can trade without paying any taxes
- C** businesses can raise wages so they can sell things to other countries
- D** countries pay taxes on goods and services they import.

(1 mark)

SKILLS CRITICAL THINKING

2 Source D refers to 'development across the region'. Which of the following is the best explanation of this statement?

- A** countries in the region have growing populations
- B** countries in the region are more environmentally friendly
- C** countries in the region have growing economies
- D** countries in the region have more tourists.

(1 mark)**SKILLS** CRITICAL THINKING

3 Identify **two** countries that are members of ASEAN.

(2 marks)**SKILLS** CRITICAL THINKING, ANALYSIS, PROBLEM SOLVING

4 Source D claims that 'India decided against joining the RCEP'. Using your own knowledge, give **three** reasons why countries might decide not to join an MGO.

(3 marks)**SKILLS** CRITICAL THINKING, INTERPRETATION

5 Suggest **two** reasons why political integration might benefit a member country of an MGO.

(4 marks)**SKILLS** CRITICAL THINKING, ANALYSIS, REASONING/ ARGUMENTATION, DECISION MAKING

6 Explain **two** ways in which joining a trading bloc benefits a member state.

(4 marks)**SKILLS** CRITICAL THINKING, ANALYSIS, REASONING/ ARGUMENTATION, DECISION MAKING

7 'Being part of an MGO is the best way for a country to economically develop.'

Provide reasoned arguments to support and oppose this statement.

(9 marks)**SYNOPTIC ASSESSMENT: EXAMPLE QUESTIONS****SKILLS** CRITICAL THINKING, ANALYSIS, INTERPRETATION

1 Outline the main roles of the United Nations.

(5 marks)**SKILLS** CRITICAL THINKING, ANALYSIS, REASONING/ ARGUMENTATION, DECISION MAKING

2 'Sustainability is more important than economic growth'.

How far do you agree with this view?

- Consider how this statement might apply to your own and other countries.
- Use evidence from different Global Citizenship contexts to help support your argument.
- Give reasons for your opinion, showing you have considered different points of view.

(15 marks)**SKILLS** CRITICAL THINKING, ANALYSIS, INTERPRETATION

3 Using examples, outline the impacts of international migration.

(5 marks)**SKILLS** CRITICAL THINKING, ANALYSIS, REASONING/ ARGUMENTATION, DECISION MAKING

4 'Aid is the most effective way for developing countries to achieve economic growth'.

How far do you agree with this view?

- Consider how this statement might apply to your own and other countries.
- Use evidence from different Global Citizenship contexts to help support your argument.
- Give reasons for your opinion, showing you have considered different points of view.

(15 marks)



THEME 3: CULTURE AND COMMUNITY

In this theme, you will have the opportunity to develop an understanding of the changes taking place in culture and society. The theme explores the effects of migration, advances in technology, economic change and global development as we become more connected globally.

The social, economic and cultural lives of people all over the world have been affected by globalisation. Cultural change can be challenging, whether it is being promoted or resisted. It links to questions about identity and our sense of place in the world.

There are debates about identity in many countries. This may be due to politics; an increase in economic migration; global terrorism; and the impact of consumer culture. As a result, communities, societies and individuals are questioning their values and identities – for better or for worse.

YOU WILL LEARN THE FOLLOWING:

1. key citizenship ideas and concepts in response to changing cultural identity (individual and global)
2. the relationship between the rights and responsibilities of citizens and responses to cultural change/adaptation
3. the effects of social and cultural change/development in response to migration, political devolution and other global and community changes.

CONTENT

A: GLOBAL AND NATIONAL CULTURES

- a. The growth towards a global culture, including increased worldwide adoption of common foods, languages, media and fashion.
- b. The rejection of globalised cultural change, including national identity and resistance against the spread of global culture, using two countries as examples.
- c. The protection and promotion of national culture as an economic development strategy, using one country as an example.

B: IDENTITY AND MIGRATION

- a. The main economic, political, cultural and environmental reasons for increased international migration.
- b. The factors that shape individual and community identities, including ethnicity, gender, age, religion, disability and sexuality.
- c. The effects of migration on patterns of identity and diversity in local and national communities, including community cohesion and growing numbers of people with multiple identities.

C: SOCIAL ATTITUDES AND CHANGING LIFESTYLES

- a. The changing social attitudes to participation in global events such as sports and entertainment; women's rights; cultural and environmental issues.
- b. The impact of cultural activities on national and international communities, including national celebrations and religious festivals, tourism, international volunteering and exchanges.
- c. Lifestyle changes, including global increases in longevity (ageing) and obesity (malnutrition).

D: GLOBAL LANGUAGE AND COMMUNICATION

- a. Reasons for the widespread use of European languages and increased take-up of Chinese and Arabic.
- b. Communications technology and the shrinking world, and its effects on language and communication.
- c. The increased accessibility of travel within and between countries, including an overview of user groups (tourists, migrants and the global business community).

E: CULTURAL CHANGE IN EMERGING ECONOMIES

- a. Changing patterns of wealth and poverty in emerging economies.
- b. Cultural changes linked with income rises, including increased consumption of different foods, media and consumer goods.
- c. The issues associated with cultural changes in emerging economies, including new identities and freedoms, the loss of tradition and pressure on the environment.

A1: WHOSE CULTURE?

LEARNING OBJECTIVES

- You will find out how culture is becoming global through the adoption of common foods, languages, media and fashion.

LET'S GET THINKING

SIMILAR SHOPPING EXPERIENCES



Here are three shopping malls in cities in Poland, Turkey and India. You can see that it is hard to tell which city each mall is in.

1. What do you think they have in common?
2. What do you think shopping would have been like in these cities 100 years ago?
3. Why do you think that life has changed so much?

SUBJECT VOCABULARY

cultural globalisation the rapid spread and exchange of ideas, attitudes, meaning, values and cultural products between different people in different places

culture the way of life, customs and beliefs of people in a particular country

CHANGING CULTURES

Cultures are becoming more and more alike. Going shopping in cities around the world is becoming a very similar experience, as there are many of the same stores selling the same products. For example, the Swedish furniture store IKEA can be found in many countries such as Australia, Russia and the USA. Another example is ZARA®, a Spanish clothes store that can be found in countries such as France, Saudi Arabia and Singapore. This spread of shopping culture is an example of **cultural globalisation**, or the exchange of ideas and things across continents.

Throughout history, cultures have influenced each other through trade and travel. Cultures have also been imposed (when somebody is forced to accept something) on countries through war and colonisation (when one country uses force to take control of another). Today, people are moving across the world for both work and tourism. As a result, cultural globalisation is taking place increasingly quickly, and there is evidence to suggest growth towards a more global culture.

Not only does the movement of people stimulate global culture but the rapidly growing use of technology has sped up the process. Phones, email and the Internet all enable us to share different cultures and languages.

FIND OUT MORE...

about languages in Theme 3, D1:
'The spread of languages'.



Technology and the media introduce us to new or different fashion trends, foods and languages. For example, food programmes on TV might encourage us to cook meals from different cultures, such as the Netflix® show, *The Chef's Table*. It tells us stories of unique cuisines that reflect the history, culture and traditions of countries from around the world.

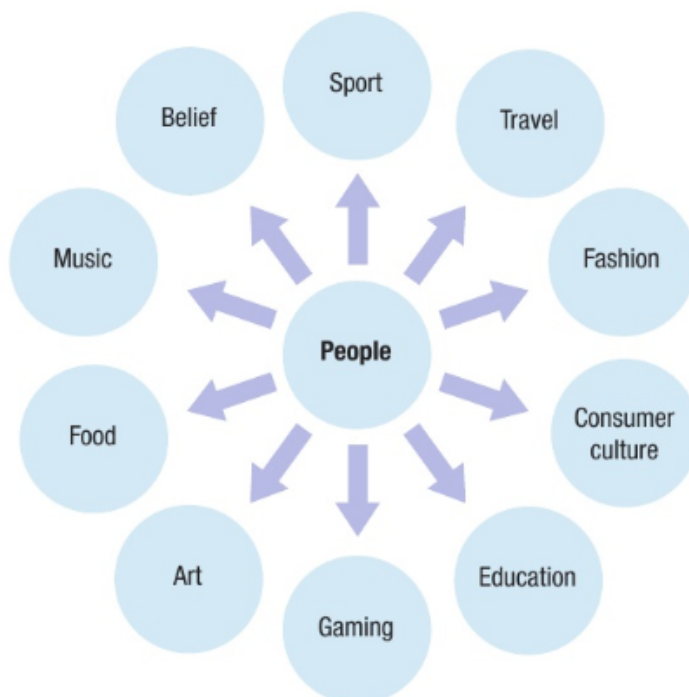
Access to technology and media also helps more people to learn common languages that are spoken globally, such as English, Arabic or Chinese. Many people can develop their language skills by listening to films or watching content that uses subtitles. For example, in India some cinemas show films that are often in Hindi, but with subtitles in other languages such as Tamil, Telugu and Malayalam.

Fashion trends from all over the world are also becoming more familiar, as a person in one country could now be wearing a similar (if not the same) outfit as someone in another country. International fashion magazines, like *Vogue*, tell us about the latest global fashion trends and introduce us to new clothes that we might not have seen before.

For example, denim jeans are a type of trouser made popular in the USA, but they are now a global fashion item worn by people all over the world. The kaftan – a long, robe-like garment with long sleeves and deep, open neck – is another example. It is said to have come from ancient Middle Eastern countries but is now worn globally and comes in many different styles, colours and lengths.

WHAT DO PEOPLE SHARE?

This diagram shows how people are connected through ideas, beliefs and interests. Using the diagram, add your own examples to each category and compare your answers with someone else. Is there evidence of cultural globalisation?



LOCAL CULTURE

Despite cultural globalisation taking place, it is often the case that local culture will remain unchanged to some extent. For example, the American fast food chain McDonald's® can now be seen in almost every country in the world. Its Big Mac® burger has been adapted to suit the demands of the local culture. One example is the McDonald's McArabia® burger, which uses chicken rather than beef.



CHECK YOUR UNDERSTANDING

1. What is cultural globalisation?
2. What do you use or enjoy that could be described as global culture?
3. Why do you think global culture has spread around the world? You can use the diagram you have completed in this section and your own research.
4. In pairs, discuss whether or not you think local cultures will eventually disappear as cultural globalisation increases.

ACTION LINKS

Speak to an older member of your community (such as a parent, grandparent or teacher) and find out what life was like for them growing up. Compare it to your life today. Is there any evidence of cultural globalisation?

OTHER POINTS OF VIEW

'Our culture is what makes us unique and special. We should do what is needed to preserve it.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

A2: PROTECTING CULTURES

LEARNING OBJECTIVES

- You will find out why some countries reject global culture through resistance and national identity.



SUBJECT VOCABULARY

colonialism the process whereby a governing power takes control over another nation

national identity a person's identity related to their state or nation

resistance to refuse or fight against something

LET'S GET THINKING

PROTECTING LANGUAGES IN GHANA

The African continent has historically been colonised by many European states. This **colonialism** is no longer continued in the same way, but the culture of African countries is often still undervalued. Despite this, African culture has survived through native languages, arts, dance, music and literature. Today, these elements highlight the African **resistance** to colonialism and the struggle for independence.



In Ghana, television and radio stations broadcast programmes in various Ghanaian languages, as well as in English, with the local language often receiving more airtime. The Ghana Broadcasting Corporation (GBC) is the public broadcaster in Ghana and offers programmes in local languages such as Akan, Hausa and Ewe. Drama and soap operas in Ghanaian languages draw the largest television audiences in the country, using storylines that are relevant to local people. However, local television production has been threatened by foreign programmes that cost less to showcase, especially American shows and movies. Despite this, radio and television remains influential in maintaining culture, language and **national identity** in Ghana.

1. Why did colonisation threaten African cultures such as Ghana's?
2. How does the power of the media reflect local and national culture?
3. How might an increase in American media consumption threaten Ghana's culture?
4. Do you think the media is a powerful platform to express a country's culture? If so, give reasons why.

SUBJECT VOCABULARY

cultural identity the shared characteristics of a group of people belonging to a particular culture, e.g. geography, language, religion, social behaviours, etc.

WHY PROTECT YOUR CULTURE AND RESIST CHANGE?

Cultural globalisation has the ability to connect us by sharing different ideas and things. People have different backgrounds, cultures and identities that are increasingly becoming more connected as we communicate more through technology, travel and shared common global interests. But there is also the argument that people might want to protect their culture.

We build a **cultural identity** from stories, objects and even buildings that are in the environment around us. If these things change, this might mean that our identity could change too. Loss of individualism and things 'becoming more the same', as you have seen with the shopping malls in A1: Let's get thinking, can be a potential threat to the existence of local cultures.

REJECTION OF GLOBAL CULTURE

While cultural globalisation has created a more connected and similar global society, there are many countries that have resisted this cultural change. The reasons for this resistance are:

- to protect national identity
- to protect businesses from international competition
- for political motives
- to protect the country.

France is a European country that is associated with a distinct fashion, cuisine, art and architecture. French is the official language and it is spoken by 300 million people all over the world. The country takes great pride in its nation and democratic government. There is evidence that it has resisted cultural globalisation in a number of ways:

- the Toubon Law in France states that French must be the primary language used in all official communications, such as by the government and in workplaces, resisting the spread of other languages such as English
- in 2013, the EU accepted France's request for their audio visual sector (e.g. TV and film industry) to be excluded from the EU–USA free trade agreement. It was a 'cultural exception' that would protect the industry from American influences
- money is invested into French businesses such as book stores, cafés, music and film. For example, in 2019 President Macron announced a €5 billion investment in French technology start-up companies.

The examples of resistance above show that France aims to protect its culture, while also embracing global cultures as a **multicultural** nation.

In contrast, North Korea is a country that has completely resisted cultural globalisation. It is known to be one of the most closed and secretive nations in the world. Currently under the leadership of the dictator Kim Jong-un, it is said to have resisted cultural globalisation in a number of ways:

- by rejecting foreign businesses and investment opportunities
- by discouraging foreign visitors. Any foreign citizens who do visit must have a guide with them when travelling around the country
- there is an extreme nationalism where citizens must show how much they admire their leader
- censorship of the media. All media is owned by the government, so it can control the information that is broadcast to citizens.



SUBJECT VOCABULARY

multiculturalism when many different cultures exist within one place



North Korea is a country that has not joined the interconnected nature of the world that we have seen in recent years. It remains isolated (alone; separate) from the spread of cultural globalisation.

CHECK YOUR UNDERSTANDING

1. Why might countries want to protect their culture?
2. France appears to resist cultural globalisation but also embraces some parts. In pairs, research the ways in which France has embraced cultural globalisation.
3. Do you think there is a connection between dictatorships and resistance to cultural change? If so, how?
4. Do you think international businesses might have to change their goods or services to be successful in a new foreign market? Using your own research, find some examples.

ACTION LINKS

Is there evidence of both cultural globalisation and resistance in your country? If so, how?

Explore the area around you and examine how much is unique to your country's culture or is influenced by another culture (e.g. language, dress, music, food, architecture, television, radio, shops).

OTHER POINTS OF VIEW

'Globalisation destroys cultural identity.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

A3: NATIONAL CULTURE AND ECONOMIC DEVELOPMENT

LEARNING OBJECTIVES

- You will find out how economic development can promote and protect national culture.



LET'S GET THINKING

PEKALONGAN: CITY OF BATIK

Pekalongan, in Java, Indonesia, has long been famous for the production of **batik**. In recent years, young people have been leaving the city in search of professions in bigger cities. Instead of searching for new industries to set up in the town, the mayor and his team decided to introduce batik skills into local schools. Specialised courses have been developed in **vocational schools** and the university. Young people are now finding that they can work locally and receive a reasonable income without leaving home.



Batik is now described as the main driving force turning the wheel of development of Pekalongan city. The city is now one of **UNESCO's** Creative Cities.

SUBJECT VOCABULARY

batik a way of printing patterns on cloth, using wax and coloured dyes

UNESCO (United Nations Educational, Scientific and Cultural Organization) an organisation that encourages respect for peace and human rights. It also selects cultural or natural sites to be preserved due to their value to humanity

vocational school a place where students learn practical skills by using their hands, such as woodworking or batik production

1. Why do you think young people were leaving Pekalongan?
2. What effect do you think this had on the city?
3. Why does encouraging them to stay in the city help development?
4. What might have happened to the industry if young people had continued to leave?
5. What effect do you think becoming one of UNESCO's Creative Cities will have on development?

BUILDING ON CULTURAL IDENTITY

All countries have their own traditions, foods, music and services, which build their own cultural identities. In the case of Pekalongan, they export around US\$500,000 worth of batik. The mayor's decision to develop the industry has helped economic development, created jobs and boosted incomes for people living in the city.

Cultural development has several benefits as part of a sustainable economic development programme, such as:

- **Creating employment:** this helps the economy because people have more money to spend. When this is spent in the local community, it supports local businesses and creates more jobs.
- **Employing women:** in developing countries, if women can work, their income will benefit the whole family. It can help to reduce poverty by providing the family with access to better education, healthcare and nutrition. In turn, this can help family members to find better employment opportunities.
- **Low costs for cultural activities:** this is because they often exist in the community already. The case studies shown in this section focus on developing people's skills using existing activities. This means that new infrastructure, such as buildings, tools or processes, does not have to be built to support new projects.
- **Environmental sustainability:** this is often boosted by cultural development as people become more aware of the environment, and how they can use it effectively to protect their **heritage**.
- **The community:** this can be strengthened because people are more likely to stay if there are more jobs available. They will not move away to find work, so the community remains and becomes economically stronger.
- **Tourism:** it can increase when cultural projects are established. Tourists travel to see cultural attractions, often spending money on local products and services when they are there. This boosts the economy and creates jobs in the industry. You will find many tourist attractions on websites such as TripAdvisor®.

SUBJECT VOCABULARY

heritage cultural aspects or traditions that have been passed down through generations

CASE STUDY: THE VALUE OF CULTURE – ST LOUIS, SENEGAL



St Louis (known to locals as Ndar) is an island city on the north-west coast of Senegal. It is the oldest colonial city on the West African coast. It has its own unique cultural identity due to its architecture, craftsmanship and special natural setting. In 2000, it was recognised as a UNESCO heritage site. However, in order to preserve its history and promote its identity, it had to develop economically first.

In order to develop economically while preserving its culture, national programmes were created to promote Senegalese culture. These included educating local people to gain the skills needed to restore and manage the old colonial buildings, as well as learning heritage skills such as roofing. The skills provided people with the ability to start their own businesses or be employed by others, boosting the local economy.

The tourism industry has also benefitted. Investment in cultural exhibitions and music festivals, such as Africa's largest jazz festival, which takes place in the city, attracts thousands of tourists every year. This generates income while also celebrating the national Senegalese heritage.

CHECK YOUR UNDERSTANDING

1. What is cultural identity?
2. How can national programmes to preserve cultural identity help with economic development?
3. In what ways has Senegal been helped by developing its cultural heritage?
4. In pairs, create a travel brochure for Senegal. What would you include to attract tourists to the area?

ACTION LINKS

Research how the cultural heritage of the town or city where you live might be used to help economic development. Do you think that cultural heritage is having a positive effect?

Focus on tourism, architecture, jobs, equality, events and the environment.

OTHER POINTS OF VIEW

'The world has become too globalised to be interested in cultural identity.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

B1: THE GROWTH OF MIGRATION

LEARNING OBJECTIVES

- You will find out the reasons for increased international migration.



LET'S GET THINKING

DISPLACED PERSONS

Since the Syrian civil war started in 2011, many homes have been destroyed and an estimated half a million people have lost their lives. Many Syrians now face economic crisis and food shortages, with about 11.7 million people requiring emergency aid in Syria – many of them children. About 2 million children are not in school. In the image, you can see young children standing in the ruins of their home.



Syria had a population of about 22 million before the civil war began. This has since decreased by more than 5.6 million people. Millions of Syrians have been forced to leave to the relative safety of other countries, such as Lebanon, Turkey and Jordan. However, more than 6 million people have been internally displaced in Syria. This means that they have left their homes but remain within the country.

1. What are some of the challenges that have caused people to leave Syria?
2. What do you think other countries could offer to displaced Syrians?
3. The children in the picture are internally displaced. In pairs, discuss what their daily life might be like.
4. How do you think Syria will be impacted by having so many people leave?

WHAT'S CHANGED?

In 2019, according to the UN, about 272 million people have moved to live in another country. This is only 3.5 per cent of the world's population but it is increasing more quickly than expected. In 1980, it was only 2.3 per cent! This is a much larger increase than the original estimate.

According to the 2020 UN International Migration Report, India is the country where most international migrants came from, with about 17.5 million people living abroad. Two-thirds of all international migrants were living in just twenty countries, with the USA being the top destination.

SUBJECT VOCABULARY

asylum seeker a person who seeks safety and protection away from their home country; they seek refugee status

displaced persons people who have been driven from their homes by war or persecution

migration people travelling to a new place to live, usually in large numbers

social mobility the ability to move from one level of society to another

World Migration Report Findings	2000	2020
Estimated number of international migrants	150 million	272 million
Estimated proportion of world population	2.8%	3.5%
Number of refugees	14 million	25.9 million
Number of internally displaced persons	21 million	41.3 million
Region with highest proportion of international migrants	Oceania	Oceania
Country with highest proportion of international migrants	United Arab Emirates	United Arab Emirates
Number of migrant workers	–	164 million
Remittances (US\$)	126 million	689 million

▲ World Migration Report 2000 and 2020

THE REASONS PEOPLE MIGRATE

When a person flees somewhere (leaves very quickly, often because they are in danger) due to persecution, war or famine, they seek safety in another country. They are known as **asylum seekers** and when they finally arrive in another country and are granted safety, they become refugees.

Others might choose **migration** as a way of improving their lives. There are a number of 'push' (reasons for leaving one place) and 'pull' (reasons for going to another place) factors involved in migration. This table shows some of them.

Push factors	Reasons for migration	Pull factors
■ unemployment ■ lack of public services, such as healthcare or education ■ poverty	economic	■ job opportunities ■ better public services ■ more opportunities for social mobility
■ violence or persecution ■ war	political	■ safe and stable government ■ guaranteed rights and freedom
■ family separation ■ religious persecution ■ disapproval of culture or social norms	cultural	■ being reunited with family ■ religious freedom ■ cultural and social acceptance by others
■ natural disasters (e.g. floods, earthquakes) ■ crop failure ■ pollution (e.g. air, ocean)	environmental	■ lower risk of natural disasters ■ fertile land ■ cleaner living with less pollution

FIND OUT MORE...

about migration and push and pull factors in Theme 2, A5: 'Migration: challenges and opportunities'.

The reasons in the table can explain why the number of international migrants has been increasing. International migration provides opportunities that might help people to improve their lives and those of their families. Economic opportunities, such as jobs abroad that pay higher incomes, will provide migrants with a better standard of living. Living somewhere with greater political stability, rights and freedoms and cultural acceptance will provide migrants with a sense of safety and well-being, as will being free from environmental concerns like natural disasters.

However, while there are opportunities, there are also risks involved in international migration. Many migrants have sacrificed a lot to move elsewhere. They might have to leave their families, or risk losing their cultural or social identity. They could even risk their lives, as travelling to different countries can be long and dangerous. For example, crossing the Mediterranean Sea from Africa to Europe is one of the most dangerous routes due to rough weather and unsafe equipment.

CHECK YOUR UNDERSTANDING

FIND OUT MORE...

about remittances in Theme 2, A5: 'Migration: challenges and opportunities'.

SUBJECT VOCABULARY

immigrants people who travel to a different country to live there permanently

1. Using the World Migration Report table on page 140, in pairs, discuss how international migration has changed since 2000. Can you give reasons for this change?
2. What impact do you think remittances will have on the economic development of a country receiving them?
3. The United Arab Emirates has the highest number of **immigrants**. Why do you think this is?
4. Why do you think the number of refugees has increased?
5. What possible risks are there for a migrant?

ACTION LINKS

The number of refugees has increased drastically in the past 10 years. Research one refugee community and investigate how their lives have improved. For example:

- Do they have access to resources/public services?
- Have they been encouraged and/or supported to open businesses?

OTHER POINTS OF VIEW

'People will just have to move because we cannot control what happens to our environment.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

B2: INDIVIDUAL AND COMMUNITY IDENTITIES

LEARNING OBJECTIVES

- You will think about the factors that shape individual and community identities.

LET'S GET THINKING

DEFINING IDENTITIES



Look at the people in these images.

1. Make a list of all the things that might define their identity.
2. Do any of them have something in common? If so, what?
3. How would you define your identity?

WHAT IS IDENTITY?

An identity often refers to who a person is, and the features or qualities that make them different from other people. Our identity can be made up of various features, such as:

- ethnicity
- age
- disability
- gender
- religion
- education

They are general features; our individual lists might be much longer, as they would include the features that distinguish us as unique individuals. Identity is made up of many influences on our lives, such as where we were born, our environment, education, values – and even our loyalty to sports teams!

People's identities change throughout their lives. For example, you might see yourself differently now compared to when you were younger. You are influenced by your surrounding environment and are shaped by people, experiences and the places you have been. Your role in society might also change through life: for example, from school pupil to college student or into work, or from being a parent to becoming a grandparent. All life stages will have an effect on our identity, and how we experience our life stages differs for us all.

WHAT IS A COMMUNITY?

SUBJECT VOCABULARY

community a group of people who share common characteristics

A **community** is about people. They will have things in common, such as shared values, customs, nationality, religion, geography or identity. The term can be used to describe a physical place, an organisation or even a virtual online group. While these might be the places where communities can be found, without the relationship between people, there is no community.

Being part of a community can provide people with an opportunity to experience a sense of comfort and belonging, as they may celebrate their shared identities together. Communities can work together to achieve certain things such as a neighbourhood clean-up or organising a community fundraiser. Events such as these can help strengthen a community bond and create a well-functioning society.

WHAT GIVES A COMMUNITY ITS IDENTITY?

One key to the identity of a community is a shared common interest. As a result, communities can be built around a specific feature. This might be any of the features shown in the diagram below:



FIND OUT MORE...

about how technology impacts communities and identities in Theme 4, B1: 'Keeping in touch' and E1: 'Social media and personal identity'.

The diagram suggests that you could be a member of more than one community. Perhaps you go to a youth group, a sports club or religious event and meet up with friends in your neighbourhood. Other members of your family will also be members of different groups.

For many people today, online communities also bring people together. It doesn't matter where you live, you can have shared common interests – such as writing, creating art or producing videos – with people from all over the world, interacting through communications technology like social media.

CASE STUDY: CHINATOWN, NEW YORK



Chinatown in New York is where the largest population of Chinese people in the USA live. It developed due to large numbers of Chinese immigrants who formed a community. In Chinatown you can experience Chinese cuisine, fashion and celebrations, such as the Lunar New Year festival. Chinatowns are communities that are found all over the world: for example, in London, San Francisco and Perth.

CHECK YOUR UNDERSTANDING

1. Create a poster showing your identity, based on the following features: ethnicity, gender, age, religion and/or disability.
2. How do you think individual identities form and change over time?
3. What gives a community its identity?
4. Why might someone want to be part of a community?
5. How can you be part of multiple communities?
6. As a class, create a charter on how your class community can work together. What features should your class community include?

ACTION LINKS

Religion is a prominent feature that often helps to shape a community. Why do you think world religions are important?

OTHER POINTS OF VIEW

'Communities prevent individual expression because everyone thinks the same way.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

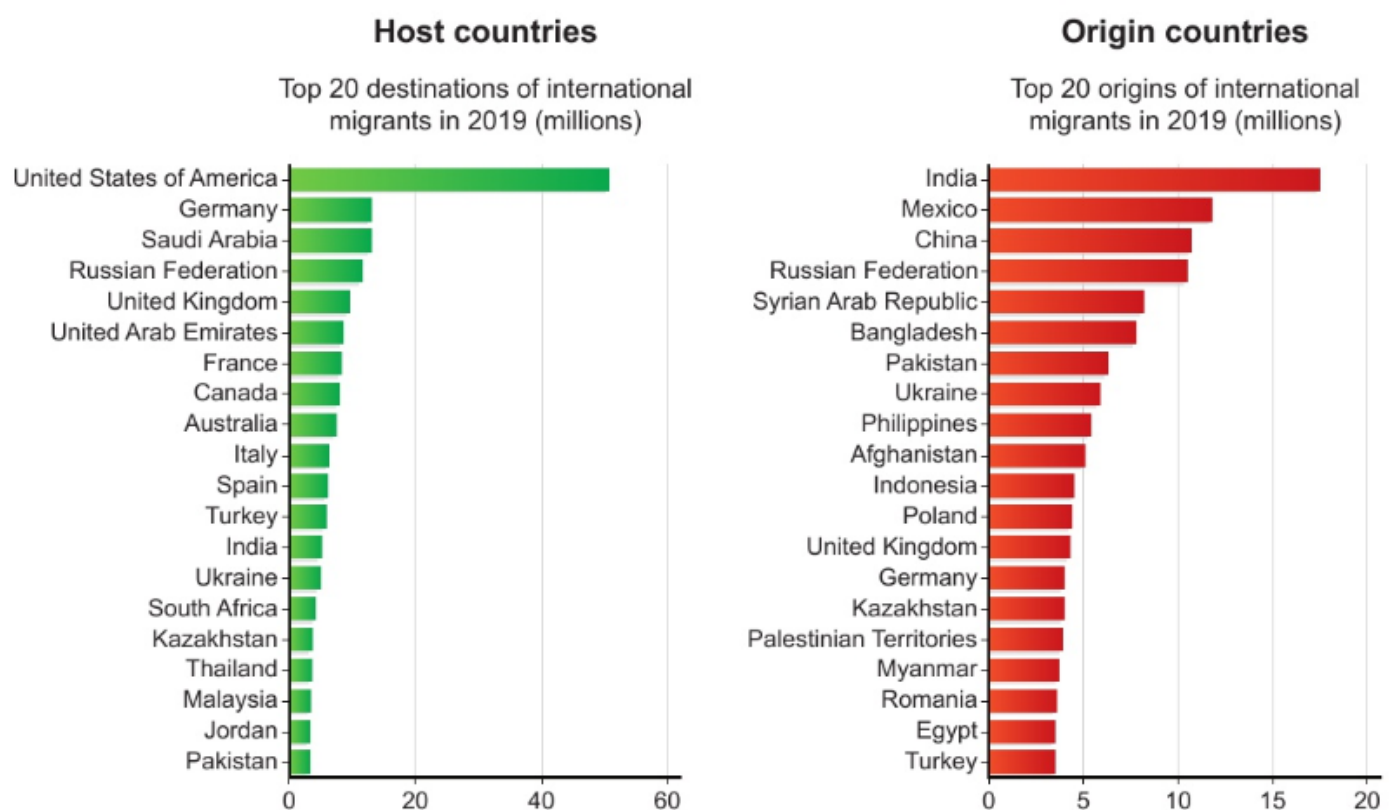
B3: MIGRATION, IDENTITY AND DIVERSITY

LEARNING OBJECTIVES

- You will find out how migration impacts identities in local and national communities.

LET'S GET THINKING

WHERE DO PEOPLE GO?



Source: World Migration Report 2020 (International Organisation for Migration)

Look at the data in the graphs, and then answer the following questions.

- Which country has the largest percentage of migrants living there?
- Suggest reasons why this country has been a popular destination for migrants.
- Which country has the largest percentage of migrants living away?
- Suggest reasons why this country has lost people to migration.
- In pairs, choose one of the bottom five countries from the bar charts:
 - 'Top 20 destinations': think about the reasons why the country has a small migrant population.
 - 'Top 20 origins': think about the reasons why the country has fewer migrants living abroad compared to others.

THE EFFECTS OF MIGRATION ON IDENTITY AND DIVERSITY

Migration has an effect on both the source country (the one migrants leave behind) and the host country (the one migrants settle in). There are many advantages to migration, such as increased **diversity** and economic growth. However, this can also coincide with increased racism and possible economic decline. This table shows how migration has an effect on patterns of identity and diversity within communities.

SUBJECT VOCABULARY

community cohesion a common vision and shared sense of belonging for all groups in a society

diversity the range of different groups who make up a wider population

Effects of migration on identity and diversity

Positive	Negative
■ diversity and cultural awareness in the community ■ migrants gain a political identity as they represent their communities ■ migrants identify more with the host population as they become valuable members of the community through their services and tax ■ built environment becomes more diverse (e.g. restaurants offering new cuisines or shops with different fashions) ■ both host population and migrants learn new languages to communicate with each other	■ loss of host identity ■ a clash (when ideas are very different) between cultures, or racism ■ rise of nationalism and possibly a feeling of division (i.e. 'us' versus 'them') ■ loss of local cultures as local businesses, shops, restaurants are replaced with foreign cultures ■ language barriers can make it hard for people to communicate

The impacts will have an effect on **community cohesion** and whether or not the community is able to function on a social, economic, political and environmental level.

Migration brings challenges; however, it also brings new opportunities and diversity to a community. People need to work together to achieve community cohesion. Both government and local communities have a responsibility to do this. For example, helping migrants to learn the language of their new community will help them to join activities in their local community, and helping to provide access to education and training leads to better employment opportunities.

FIND OUT MORE...

about migrant communities in Theme 4, B1: 'Keeping in touch'.

SUBJECT VOCABULARY

dual heritage when a person's parents are from different ethnic or religious backgrounds

multiple identities when a person has more than one identity

INCREASING DIVERSITY AND MULTIPLE IDENTITIES

A diverse community is made up of many different people. Within a country, you will find communities that are more diverse than others. Migrants might choose to move to areas where they already have family members or know people who have come from their country and settled there.

Many migrants also integrate into host communities and this can lead to people having **multiple identities**. Multiple identities are also shaped further whenever individuals have parents from different backgrounds. They then inherit both their parents' heritage. This is known as **dual heritage**. Some of their identity features (e.g. ethnicity, beliefs) are then multiplied further because they might feel loyal to both backgrounds.

CASE STUDY: A ROYAL IDENTITY STRUGGLE



Each of us has our own unique set of identities, which can be quite difficult to balance. Sometimes, we can face difficulty when our identity is challenged or we have to change in order to 'fit in' with other identities. An example of this is the marriage of the British royal Prince Harry, Duke of Sussex, and the American actress Meghan Markle, Duchess of Sussex, in 2017.

Meghan was different from typical British royals, who are mostly British, white and Anglican, as she joined the royal family as an American, biracial Protestant who had attended a Catholic school. Rather than accepting her differences, some groups of people and the tabloid press criticised her behaviour daily.

In order to be accepted by some people, she was arguably expected to change many parts of her identity. In 2020, Harry and Meghan decided to resign from being senior members of the royal family and migrated to the USA to carry out private projects.

CHECK YOUR UNDERSTANDING

- In pairs, decide how migration can have an effect on:
 - the migrant
 - the national people.
- What do you think a country can do to help people settle into new communities?
- How can your identity help you to connect with other people?
- Why can it be hard to balance different identities?
- Why do you think there are growing numbers of people with multiple identities?

ACTION LINKS

In your class, create a survey to find out about the different identities in your school community. Is your school community diverse?

OTHER POINTS OF VIEW

'People are more alike than different.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

C1: CONNECTING WITH GLOBAL EVENTS

LEARNING OBJECTIVES

- You will find out how social attitudes are changing towards sports and entertainment, women's rights, and environmental and cultural issues.

LET'S GET THINKING

THE PARALYMPIC GAMES

The Paralympic Games (Paralympics) is a major international sports event that includes a range of sports for athletes with disabilities. The Paralympics take place every two years, taking it in turns between a Winter and Summer Games each time.

The first ever Paralympics event was held in Rome, Italy, in 1960, and 400 athletes from 23 countries took part to compete in eight sports. Compare this to the London 2012 Paralympic Games, where there were more than 4,200 athletes representing 164 countries in 20 sports.



Zahra Nemati is an Iranian female athlete who took up archery after an accident in 2004 left her with a spinal cord injury. She competed in the London 2012 Paralympics and was very successful, becoming the first Iranian woman ever to win a gold medal at the Paralympics. This success brought Nemati a lot of attention, including from the media. She uses her **platform** to challenge negative and untrue ideas about people with disabilities and to encourage people with disabilities to take part in sports.

SUBJECT VOCABULARY

platform an opportunity to make ideas or beliefs known to others

1. Why do you think the Paralympic Games were created?
2. Do you think the Paralympic Games were useful for changing people's attitudes towards disability? Why, or why not?
3. In pairs, discuss why Zahra Nemati's success is important to help change social attitudes.

CHANGING SOCIAL ATTITUDES

SPORT AND ENTERTAINMENT

Global sporting events – such as the Olympics, Paralympics and the FIFA World Cup – have become more accessible to an international audience, due to increased travel, communications and improvements in technology. Many sports events are broadcast globally on television, radio and online channels, meaning we can watch the sports that interest us – wherever they take place in the world.

As more and more people from all around the world can experience sporting events, this has led to changing social attitudes over time. Such events have been used as a platform to address global issues, as athletes speak out to raise awareness of important issues. For example, the American football player and civil rights activist Colin Kaepernick is an **advocate** for the Black Lives Matter movement. In 2016, he silently protested against racism by kneeling instead of standing when the US national anthem was played. 'Taking a knee' has now become a global act of support for Black Lives Matter and sportspeople around the world regularly take part as a sign of their support.

Sports events have also helped people to appreciate and respect different cultures in everyday events. In 2020, sports brand Nike designed a new swimwear collection including a waterproof **hijab**, so that Muslim female athletes could be suitably represented in swimming events. This example also reflects the changing social attitudes towards accepting women in sport, as they have previously been excluded.

WOMEN'S RIGHTS

International Women's Day is held every year on 8 March. This is when the social, economic, political and cultural contributions made by women are celebrated globally.

Historically, many powerful roles in society have been filled by men. The influence of **feminist** social movements, such as Women's **Suffrage**, and the public acknowledgement of women's achievements (e.g. the First World Conference on Women in Mexico, 1975) have enabled women to gain recognition (praise) in society. Attitudes towards women are shifting from what they were in the past.

Here are some examples of prominent female figures who have helped change attitudes towards women.

- **Emmeline Pankhurst (1858–1928):** a British political activist who was part of the Women's Suffrage movement. She fought for women's rights, such as equal access to education and employment, and the right for women to vote.
- **Princess Reema bint Bandar (1975–present):** a Saudi businesswoman, entrepreneur and humanitarian who aims to empower women. She is the first Saudi Arabian woman to be an Ambassador to the United States.
- **Malala Yousafzai (1997–present):** a Pakistani activist who campaigns for girls' rights to receive an education.

SUBJECT VOCABULARY

advocate a person who supports something in public

hijab a head covering worn by some Muslim women

SUBJECT VOCABULARY

feminist relating to feminism, the belief that women should be allowed the same rights, power and opportunities as men

suffrage the right to vote in elections

CULTURE



World Day for Cultural Diversity for Dialogue and Development was established by the UN in 2002 and is celebrated on 21 May. This is a day for the global community to deepen its understanding of cultural diversity and celebrate the different cultures of the world.

As cultural globalisation has been increasing at a rapid pace, the world is becoming more open to celebrating and appreciating cultural practices, traditions and festivals. For example, the Fes Festival of World Sacred Music is an event held in Morocco every year. It began in 1994 with the aim of bringing artists together to celebrate the world's religions, cultures and traditions through music. The UN has claimed that the festival is an event that is 'contributing significantly to the dialogue between civilisations'.

THE ENVIRONMENT



In August 2018, Swedish schoolgirl Greta Thunberg started a global movement by skipping school to protest against climate change. Due to her actions, she inspired 4 million people all over the world to join a series of global climate strikes in September 2019. It was the largest climate demonstration in human history.

This is one example of a global effort to focus on the effects of climate change, and to re-examine the way we have been prioritising economic development at the expense of our environment. For example, Denmark passed a Climate Act in 2020 that makes it illegal to not act on climate change. It is one of the first countries to provide a new way of tackling climate change.

CHECK YOUR UNDERSTANDING

1. What impact do you think events, like sport, have on the global community?
2. In pairs, discuss how sporting or entertainment events have had an impact on the attitudes of people your age.
3. Why is it important that women have rights within society?
4. How do you think social attitudes towards cultures can be changed?
5. In class, design a marketing slogan to help protect the environment. How do you think it can help to change our attitudes towards the environment?

ACTION LINKS

Choose one of the following themes and create a presentation about how your community participates in one of them:

- sports and entertainment
- women's rights
- cultural issues
- environmental issues.

OTHER POINTS OF VIEW

'Sporting events are the most important global events to influence people's attitudes.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

C2: BRINGING PEOPLE TOGETHER

LEARNING OBJECTIVES

- You will find out how cultural activities, such as national celebrations and religious festivals, have an impact on national and international communities.

SUBJECT VOCABULARY

livestream to show a video or the sound of an event over the Internet as it happens

pandemic a disease that exists in almost all of an area (or group) of people

LET'S GET THINKING

ONE WORLD: TOGETHER AT HOME

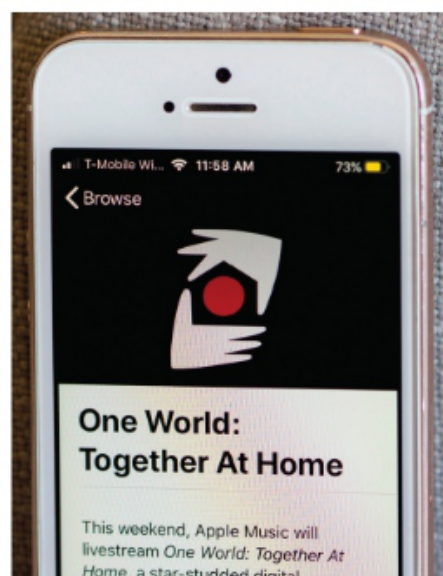
In the midst of the COVID-19 global **pandemic** in 2020, the World Health Organization (WHO) put together a huge **livestreamed** concert. The aim was to offer support to all the healthcare professionals who were risking their health to look after others. It also raised funds for the work of the WHO and other organisations.

During the global pandemic, people were told not to leave their homes to keep themselves and others safe from catching the virus. So, many famous musicians, including Taylor Swift, the Rolling Stones and Hussain Al Jassmi, came together virtually to perform music from their homes. Between the music, there were messages from high-profile figures such as Michelle Obama, Lupita Nyong'o and Oprah Winfrey. They encouraged people to stay at home and donate money to good causes.

It was streamed on a wide variety of social media platforms including Twitter, YouTube® and Facebook®. It was also shown on major TV networks like CBS, ABC, NBC and the BBC.

People from all over the world watched the concert and donated money. It raised US\$127 million and this was shared between the WHO and a range of charities who are helping people affected by the virus.

1. Why do you think the WHO thought the concert was a good idea?
2. What did the WHO want to achieve?
3. Why do you think organisations like the WHO use famous people to help causes like this?
4. Why do you think the WHO streamed the concert through different media channels?
5. How would the money raised help the WHO and the other charities?



COMMUNITY COHESION

As seen in B3: 'Migration, identity and diversity', community cohesion is when communities come together with a shared sense of belonging in a society. This can happen on a national or international scale, with cultural activities that can bring people together with shared (and even different) interests. Entertainment events – such as the global online concert seen in 'Let's get thinking' – are able to bring communities together both locally and internationally. National celebrations and religious festivals can do the same.

NATIONAL CELEBRATIONS

Many countries hold their own celebrations each year, such as public holidays and festivities. This can bring the country together to celebrate their national identity. For example, in the USA, 4 July is Independence Day. This celebrates the USA gaining its independence from the British in 1776. Common events on the day include fireworks, parades, carnivals, concerts and political speeches.

Diversity and multiculturalism are also celebrated through national events and festivals. In the UK, the Notting Hill Carnival celebrates the Afro-Caribbean community. This celebration involves parades, street festivals, music and food that not only bring the Afro-Caribbean community together, but also other communities within the UK.

RELIGIOUS FESTIVALS

Every religion has sacred days, which celebrate special events that have happened in the past. People might hold events in the local community to mark the day, knowing that they are celebrating along with other religious followers across the world. In some countries, religious festivals are celebrated by everyone, even if they have no religious belief. Some examples of religious festivals include:



Buddhism: Vesak Day

This day celebrates Buddha's birthday. There are meditation sessions, special foods and parades, such as this one in Penang, Malaysia.



Hinduism: Holi

Holi symbolises the victory of good over evil. Known as the Festival of Colours, people throw gulal (coloured powder) at each other.



Islam: Eid al-Fitr

This festival marks the end of Ramadan. Muslims pray, give zakat al-fitr (food as charity) and children receive gifts.

INTERNATIONAL COMMUNITIES

International communities are easier to bring together today due to advancements in technology and the Internet. Cultural events that might have not been possible before can now bring people with common interests together regardless of where they live.

Improvements in the way we travel mean that people can easily get on a plane or train and arrive in a different country within hours. There are concerts or work-related events abroad that can now be more easily accessed. For example, the World Expo is a huge event held every five years by a different host country. It brings nations together to discuss global issues that affect everyone, such as sustainability.

The Internet means that we are able to communicate quickly and easily with people from around the world. Messages, events and causes can be broadcast to people who might not have heard about them before. It can also bring people together who haven't been able to see each other. For example, the COVID-19 pandemic meant that Muslims could not properly celebrate Eid al-Fitr as they were asked to stay at home. Instead, online alternatives were used to keep Eid traditions going, such as scholars providing lectures to the 'Ramadan Tent Project' and holding virtual iftars (the meal eaten after sunset).



CHECK YOUR UNDERSTANDING

1. How can cultural activities bring people together:
 - a. nationally
 - b. internationally?
2. What kind of national celebrations bring people together? Name some examples.
3. Create a poster showing the main traditions, beliefs and festivals of your culture. Compare and discuss your posters in class.

ACTION LINKS

Find out what national and religious festivals are celebrated where you live. What form do the celebrations take and what happens?

OTHER POINTS OF VIEW

'Most cultural events are just for fun. They have no real meaning.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

C3: EXPLORING CULTURES

LEARNING OBJECTIVES

- You will find out how volunteering, tourism and exchanges have an impact on national and international communities.



LET'S GET THINKING

A VOLUNTEER EXPERIENCE



A group of young British volunteers went on a trip to Nepal soon after the country had been hit by a disastrous earthquake. They were in Nepal to help rebuild a school. It only had two working classrooms for all the children, aged from 3 to 16. Their task was to rebuild a block that had been demolished. With the help of local experts, they learned the skills they needed to be useful. While they were there, they stayed with local families.

During their breaks on the two-week trip, the volunteers visited the UNESCO World Heritage Site of Kathmandu with its temples and shrines. A weekend trip took them to a national park in the south of the country and they were driven through stunning countryside, encountering the indigenous wildlife – including elephants, crocodiles, peacocks, deer, monkeys and a rhino.

1. What did the volunteers learn while working in Nepal?
2. How did the people in the village where the volunteers worked benefit?
3. How do you think living with local families helped the volunteers' understanding of the country?
4. What benefits do you think the volunteers gained from visiting the sites of Nepal?

FINDING OUT ABOUT THE WORLD

Many people choose to volunteer around the world, and organisations such as the United Nations High Commissioner for Refugees (UNHCR) and the United Nations International Children's Emergency Fund (UNICEF) offer opportunities. The trip to Nepal in 'Let's get thinking' is an example of international volunteering combined with a holiday. The volunteers were not there for very long, but many volunteers go for a longer period of time, which allows them to spend more time in the country and experience new things. They might also stay with a local family, which will provide them with more opportunities to experience the local culture than staying in a hotel.

People who have developed skills and experience over time can provide valuable volunteering services to a developing country. They can teach children, provide medical care and advise on infrastructure projects that can lead to **urban development**. Improving the quality of the built environment while promoting the inclusion of the local community can help to keep the culture alive and attract more tourists to the area.

SUBJECT VOCABULARY

urban development the process of improving built areas, such as buildings and roads

CULTURAL EXCHANGES

School students, college students and many others take part in cultural exchanges like the European Erasmus programme. They often go to another country to learn more about a different culture, such as the language, exploring art history or exchanging ideas with people working in the same field. All the activities help both the visitors and the local people to develop an understanding of other countries and the way people live. The picture shows a group of French students visiting a school in Burkina Faso.



FIND OUT MORE...

about diasporas in Theme 4, B1: 'Keeping in touch'.

SUBJECT VOCABULARY

ancestral an extended family that dates back generations

diaspora a large number of people from the same country who have since moved out to places all over the world

TOURISM

Due to faster and more efficient modes of transport, especially air travel, tourism has rapidly increased. This has allowed large numbers of people to travel the world and increase their understanding and knowledge of both national and international communities.

Diaspora tourism involves people travelling to countries that they have an **ancestral** connection to. An example of this is Americans travelling from the USA to Ireland. There is a connection between the two countries, as many Irish immigrants have moved to the USA since the 18th century. Americans might therefore choose to travel to Ireland to learn more about their ancestors. According to the Irish Central Statistics Office (CSO), 2.4 million Americans visited the country in 2018.



MAKING A DIFFERENCE

Volunteering, cultural exchanges and tourism involve exploring new cultures for both the visitors to that country and the people living there. You can see in the table how visitors and native people are affected.

Visitors	Native people
■ gain more knowledge and a deeper understanding of the country, including their cultures, traditions and beliefs ■ gain an increased awareness and respect for others ■ could develop long-term, global communications with the area that they visit, leading to future opportunities (e.g. more volunteering, jobs, etc.)	■ have the opportunity to communicate with those outside their own community and/or country ■ can build a strong sense of community by hosting visitors ■ can improve professional skills and/or new ways of doing things gained from visitors ■ if tourists with different cultural backgrounds visit, they may have the opportunity to experience a wide range of cultures

CHECK YOUR UNDERSTANDING

1. Imagine that you were one of the volunteers in Nepal. What benefits do you think you would get from the experience?
2. How can living with a family help you to learn more about the culture of a country, rather than staying in a hotel?
3. Look at the section on 'Cultural exchanges'. In pairs, create a role-play scenario where one of you is the French student and one is the Burkina Faso student. How do both of you benefit from this trip? Write down your answers and then compare.
4. Why do you think people want to return to a place their ancestors were from?
5. Look at the table above. In pairs, come up with two more points for both visitors and native people.

ACTION LINKS

What would people learn from volunteering or an exchange trip to the country where you live (or another country you know well)?

OTHER POINTS OF VIEW

'Tourism disrupts local communities and their culture, rather than protects them.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

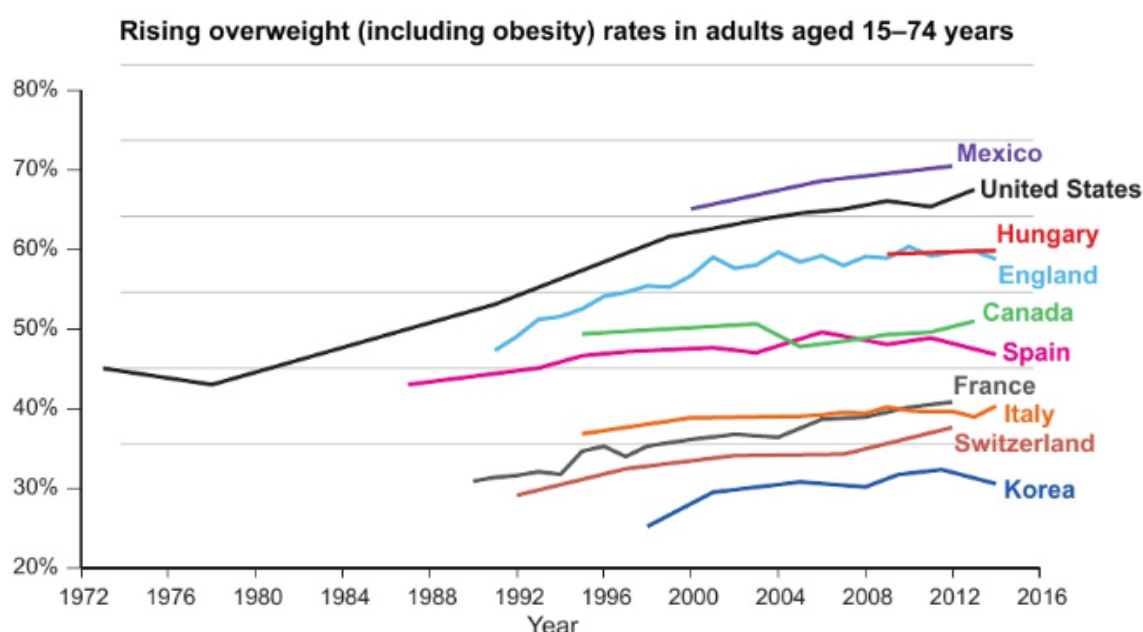
C4: HOW ARE POPULATIONS CHANGING?

LEARNING OBJECTIVES

- You will find out about how people's lifestyles are changing through longevity and obesity.

LET'S GET THINKING

RISING OBESITY RATES



Obesity is a condition where a person is very overweight, with high levels of body fat. It is not healthy to be obese, as it can lead to many different life-threatening conditions, such as type 2 **diabetes**. Rates of obesity have rapidly increased globally since 1972, as you can see from the data in the graph (source: OECD, 2017).

- How have obesity rates grown since 1972?
- Can you see any patterns in the type of countries shown in the graph (e.g. developed or developing)?
- Which countries show the greatest increase in obesity? Are there any countries where obesity is decreasing?
- What is the difference in obesity in the USA between 1972 and 2013? Why do think the changes have happened?
- What effect do you think rising obesity rates have on the population in general?
- What do you think can be done about it?

SUBJECT VOCABULARY

diabetes a disease in which the body cannot control the level of sugar in the blood

LIFESTYLES

Our lifestyles have drastically changed since 1975. The global food market has increased in size as food production tries to meet the world's demands and needs, and our lifestyles have become more sedentary (less active).

PHYSICAL ACTIVITY

In the developed world, lifestyles have become easier and quicker to manage. For example, reliable transport options including cars, trains and buses mean that people can travel long distances without having to do any exercise. This allows people to become less physically active, as they walk or ride bikes less frequently. There are now more sedentary jobs, such as sitting at a desk using a computer, that have replaced physical ones. This is much more common now than it used to be. Even children use technology more, as they watch content or play games online on electronic devices. They spend more time looking at screens rather than running around outside.



SUBJECT VOCABULARY

malnutrition bad health due to eating too little food or too little of the foods that contribute to good health

DIET

Developed countries have more secure food supply chains, meaning they are less likely to face the risk of famine. This means that food is more readily available. Today, there is also more processed food available in supermarkets and restaurants. Consuming more of these foods, which are high in saturated fats, sugar and salt, can lead to weight gain and even **malnutrition**.

Being obese leads to all sorts of diseases, such as type 2 diabetes and heart disease. This then leads to an increased demand on healthcare services, as more people need to be treated, which can be very costly. For example, in the UK, the economic cost of obesity to the wider society is estimated at £27 billion. By 2050, it is estimated to reach £49.9 billion per year.

A balanced diet of nutritious foods – such as fresh fruit and vegetables, proteins and carbohydrates – along with exercise is key to maintaining a healthy life. There are countries, such as Japan and South Korea, that have diets filled with fresh fish and a variety of vegetables. This contributes to lower obesity rates. For example, you can see in the graph in 'Let's get thinking' that South Korea has much lower rates compared to countries such as the USA.

SUBJECT VOCABULARY

fertility rate the average number of children that would be born to a woman over her lifetime

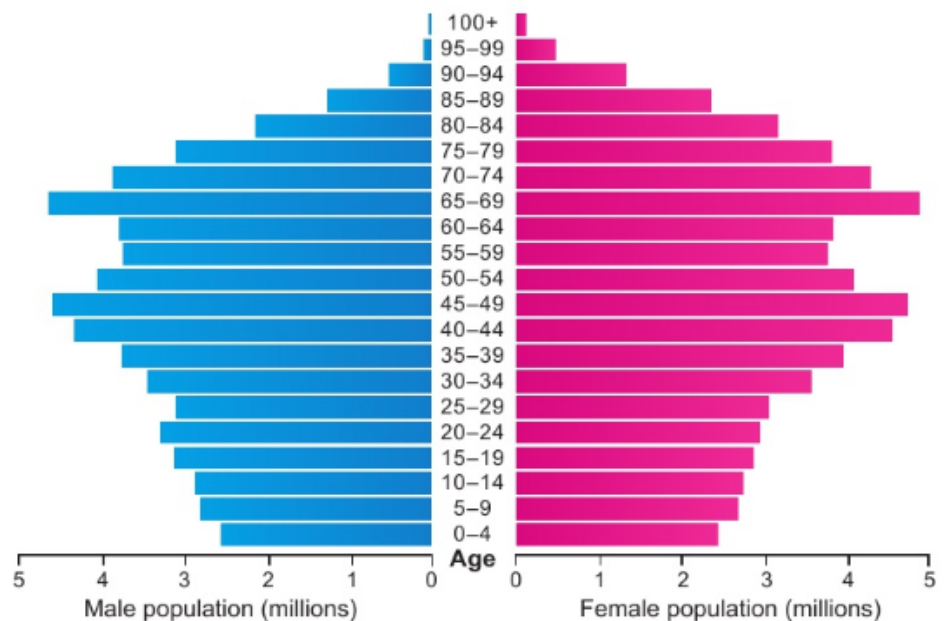
life expectancy the average period that a person may expect to live

mortality rate the number of deaths in a given time or place

LONGEVITY

Lifestyles in societies across the world are changing in many ways. Not only does this refer to obesity rates, but also longevity (or ageing). This refers to our **life expectancy**. Today, there appears to be a global pattern of countries experiencing a growth of older people within their populations.

As standards of living have improved, such as better healthcare, life expectancy is increasing, and **mortality rates** are decreasing. **Fertility rates** are also falling as people have fewer children (the global average is 2.5 children per woman, which has halved over the past 50 years). These factors will have a big impact on all sectors in a society.



For example, above is a population pyramid for Japan in 2018. Those who are of working age represent the largest part of the population. However, you will notice that the population who are above 60 years of age remains quite large – people are even living until they are 100 years old! Compare this to 1940, when the life expectancy of the average person was only around 50 years old. This shows that the Japanese population is ageing, and this is also the case in many developed countries across the world.

While a high life expectancy indicates a high quality of life in a country, it can have a huge impact on society, such as:

- increased pressure on public services, such as health and social care, housing and transport, to support the elderly
- families might have to reduce their working hours (or give up work) to care for elderly relatives. This means people of working age cannot contribute to the economy
- increased costs associated with caring for the elderly, including pensions, for both governments (to support public services) and individual families.

CHECK YOUR UNDERSTANDING

1. Brainstorm how many fast food restaurants you know. Using your own research, find out if they were open 70 years ago.
2. In pairs, discuss the reasons why you think the global population is suffering from obesity.
3. Do you think the level of income is linked to obesity? If so, how?
4. What has happened to the average age of the global population?
5. In pairs, create a table showing the positives and negatives of an ageing population.
6. Look at the population pyramid for Japan. Draw what you think a population pyramid might look like in a developed country in the future. Give reasons for the shape you have chosen.

ACTION LINKS

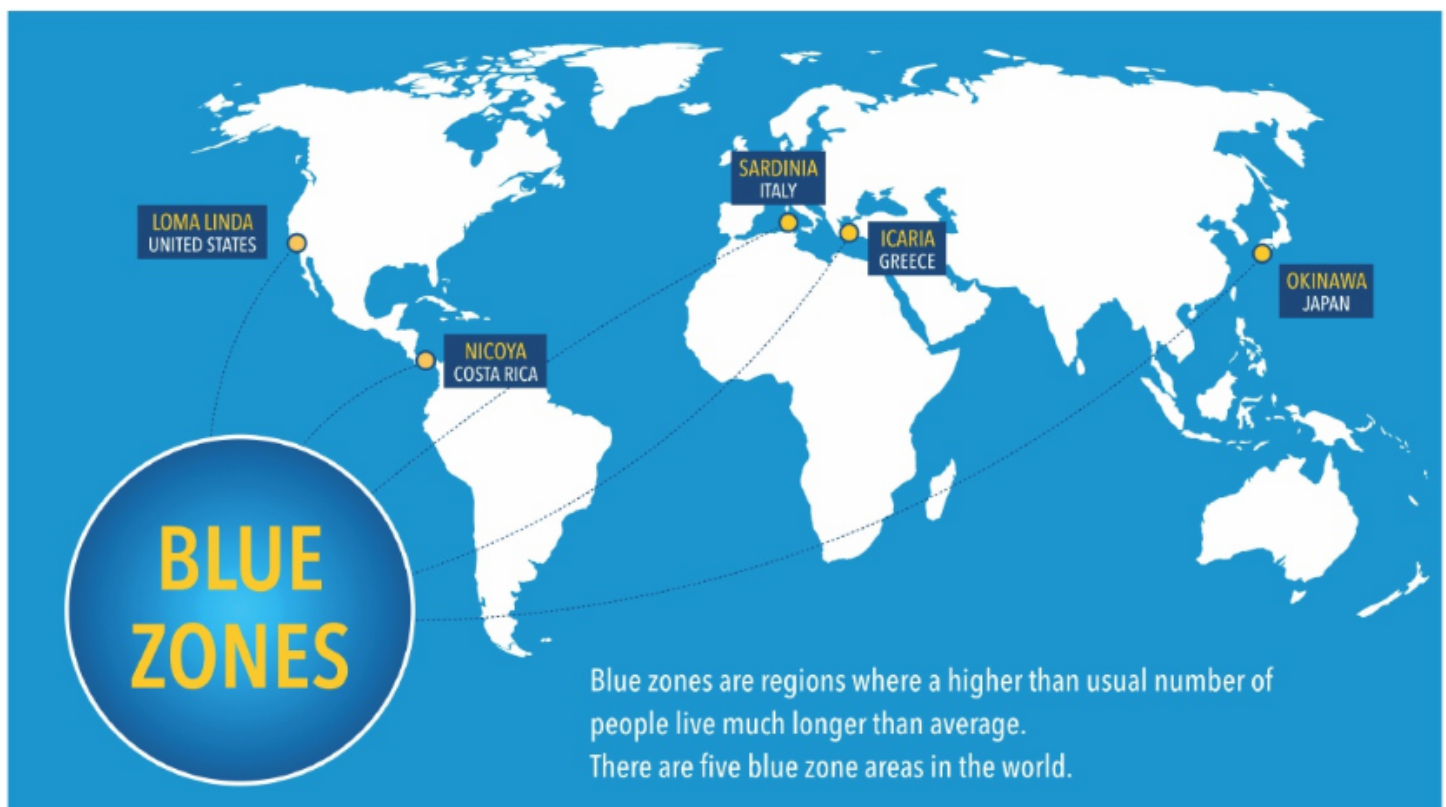
For your school community, create a healthy-eating poster to display around the school. You should include facts and details about the rising trends of obesity and why healthy eating is important.

OTHER POINTS OF VIEW

'People's diets will lead to lower life expectancy rates.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.



▲ According to studies, longevity can be associated with nutrition and diet

D1: THE SPREAD OF LANGUAGES

LEARNING OBJECTIVES

- You will find out about the use of European languages and the growth of other languages, including Chinese and Arabic.



LET'S GET THINKING

DIVERSE TEACHING

Mark Babatunde is a teacher at a secondary school in the village of Oi, in the Khangalassky district of Russia. He was born in Nigeria and studied at a Chinese university, before moving to Russia to teach Chinese.



He is teaching Chinese to the Russian students, but he is doing it in English. You can see the Chinese symbols on the blackboard.

1. Why do you think Mark chose to learn Chinese?
2. What were the benefits of Mark studying Chinese at a university in China?
3. Why do you think a school in a Russian village is teaching Chinese?
4. What challenges do you think the Russian students face in the Chinese lessons?

EUROPEAN LANGUAGES AROUND THE WORLD

In the 1600s, explorers from European countries such as Portugal and Spain went on expeditions to discover new lands. They travelled all over the world: to Africa, Asia and the Americas. They colonised countries by sending their people to govern and impose (force) their way of living on the people already there. This included removing or destroying the existing culture (for example, the Spanish burned Mayan books in Yucatán in Mexico) and replacing it with their own culture, including their own customs, behaviours and languages.



NEW DIRECTIONS

While many European languages are spoken around the world, other languages are increasingly growing in global use, such as Arabic. It is growing in demand due to Arab-speaking countries having an influential role in world politics; a need to understand the developing markets of Arab-speaking countries; and also the growth of Islam to become the second-largest religion in the world (in 2019).

Chinese is also becoming more popular, as more countries are trading with China. This has led to a growing demand for it to be taught in language schools around the world.

Learning a new language provides people with access to new opportunities, such as working abroad or for companies that also have offices in different countries. **Bilingual** and **multilingual** people have the communication skills to co-operate with a wider community on a range of social, economic, political and environmental issues.

WHY LEARN ARABIC?

Today, Arabic is one of the five most commonly spoken languages in the world. It is the official language of 22 sovereign states, including Saudi Arabia, Egypt and Somalia, and is spoken by about 422 million people worldwide.

Some Arabic-speaking countries are among the richest countries in the world due to their natural resource reserves. This relatively new wealth has led to rapid economic development. For example, the UAE is investing a lot of money into large building projects, particularly within the region, to attract more international business and tourists. The projects require a large supply of engineers, architects and construction workers. Speaking Arabic would benefit anyone in these professions who would like to find work in the industry, as they will be able to communicate with native speakers.

SUBJECT VOCABULARY

bilingual the ability to speak two languages

multilingual the ability to speak more than two languages



There are Arabic-speaking countries that receive aid from non-governmental organisations (NGOs). They are often looking for people with language skills so they can communicate with colleagues, volunteers or locals in the countries where they operate. Arabic is also one of the six official languages of the UN, so there are job opportunities for translation and providing written material in Arabic.

WHY LEARN CHINESE?

Today, approximately 1.3 billion people speak Chinese as a first language. There are many dialects, but Mandarin Chinese is the most widely spoken. China is a country that has experienced high economic growth over the past 30 years. It means that there are increasing economic opportunities to work with or in the country in the future. It is a country with a huge market for imports, so speaking the language will provide people with an advantage if they want to trade their goods or services with China.

There are also Chinese diaspora found all over the world, meaning that there are also possible local opportunities to communicate using the language. Like Arabic, Chinese is also an official language of the UN.

FIND OUT MORE...

about diaspora in Theme 4, B1: 'Keeping in touch'.

CASE STUDY: 'GLOBISH' – A NEW LANGUAGE TOOL?

English is a global language, yet it is the native language of relatively few people. Due to the increased rates of globalisation, we see the spread of English in almost every country in the world. Billions of people are now known to speak basic words and phrases, which is also known as 'Globish'. This new, basic English tool consists of over 1,500 words and helps people around the world communicate in various situations.



CHECK YOUR UNDERSTANDING

1. Why did European languages spread across the world?
2. In pairs, research where the European languages of English, Spanish, Portuguese and French can be found across the world.
3. Explain why there has been an increased take-up of the following languages:
 - a. Chinese
 - b. Arabic.
4. Why has globalisation lead to the spread of English around the world?
5. Research the language tool 'Globish' and provide some examples of the words and phrases used. In pairs, discuss why it might be useful for people to speak 'Globish'.

ACTION LINKS

This Global Citizenship course that you are studying is in English and it is taught in many international schools. Do you think developing your English language skills in this subject will create new opportunities for you? If so, explain how.

OTHER POINTS OF VIEW

'It would be much better for us all if everyone spoke English.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.



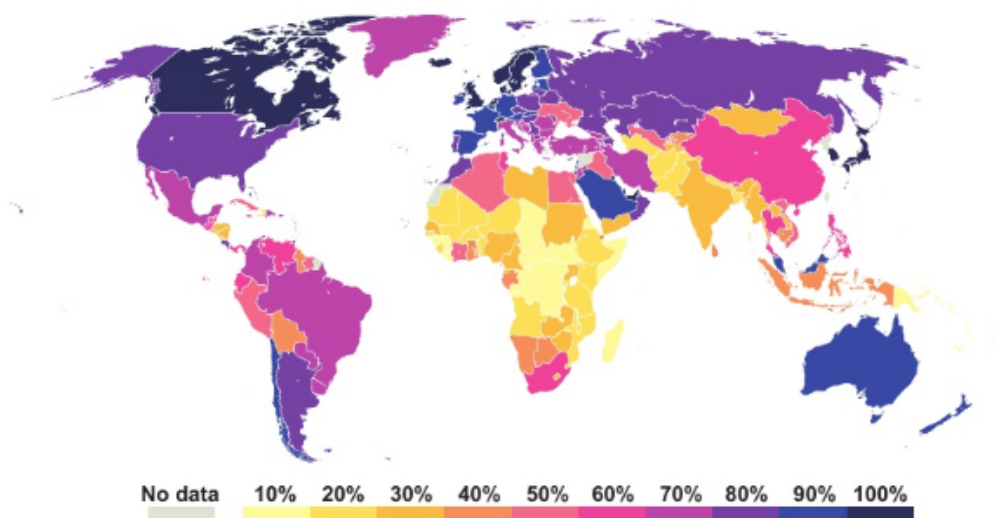
D2: THE ROLE OF COMMUNICATIONS TECHNOLOGY IN A SHRINKING WORLD

LEARNING OBJECTIVES

- You will find out how communications technology has affected language and communication.

LET'S GET THINKING

WHO'S USING THE INTERNET?



The introduction of the Internet means that more and more people across the world are able to communicate. According to Our World in Data (2017), in wealthier countries more than two-thirds of the population use the Internet.

Internet usage rates are lower in the developing world; however, this is changing. For example, China has just over 50 per cent of its population online, but it has 756 million Internet users. India has only 26 per cent of its population online, but it has 391 million Internet users.

Compare this to the USA, which has 76% of its population using the Internet – but it only has 245 million Internet users!

Study the map and answer the questions:

- Which regions have the highest percentage of the population using the Internet?
- Why do you think these countries have the highest percentage?
- Which regions have the lowest percentage of people using the Internet?
- Why do you think these countries have the lowest percentage?
- Why do you think China and India have a lower percentage of the population online, but have the highest number of users in the world?

A SHRINKING WORLD

Communications technology has had a huge impact on the world as we know it today. It has enabled us to interact with people on a global level that has never been seen before, as we are able to communicate much more easily and quickly.

For example, you can send an email to the other side of the world in a few seconds, rather than physically sending documents in the post that could take weeks to arrive. You can also join people in virtual video conferences, rather than having to travel to see them. This can be useful for business meetings, teaching lessons or even socialising with friends and family. Social media platforms also mean that you can communicate with people you have never even met before – or never would do, if it was not for the platform.



FIND OUT MORE...

about communications technology in Theme 4, B1: 'Keeping in touch'.

Communications technology has led to a sense of a 'shrinking world', where it feels as if the world is getting smaller every day. It saves time and reduces the space between us. It also helps the environment, as people do not have to travel to different locations, which will reduce our carbon footprint.

LANGUAGE, COMMUNICATION AND THE INTERNET

The ability to speak to and communicate with each other is a powerful tool, and the Internet has allowed this communication to become infinite. But when it was introduced in the 1990s, it was estimated that just one language – English – made up 80 per cent of the content online.

However, as the number of global Internet users increased, so did the variety of languages used online. French, German, Spanish, Chinese and Arabic are five of the top ten languages on the Internet today.

Language diversity allows people around the world to stay informed and connected if they can read their native language. However, this is not a universal benefit. In the table, you can see how the Internet has had both positive and negative impacts on language and communication use.

Positives	Negatives
■ increased knowledge and awareness of local, national and global events (e.g. climate change) ■ community growth and inclusion, as relationships are supported online as well as in person ■ new markets for economic growth as it provides opportunities to meet new business contacts remotely ■ the Internet can be used to freely voice opinions, concerns and views ■ language empowerment, as many languages have the potential to be preserved on different platforms	■ lack of access to the Internet. People might not be able to afford the technology or might live in remote places. They will have to depend on other forms of communication ■ loss of indigenous language due to more prominent Internet languages ■ lack of face-to-face communication. As more people use the Internet, this could lead to a loss of human connection ■ informal language (e.g. slang or emojis) that can 'dilute' the proper language

CASE STUDY: COMMUNICATION AND CULTURAL CHANGE

With increased global communication, it is inevitable that cultures will be shared, appreciated and, on some occasions, lost. However, communications technology has helped protect and promote certain local cultures. UNESCO (supported by Google Arts and Culture®) has launched an interactive online exhibition allowing Internet users to explore heritage sites from around the world.

In Sri Lanka, their living heritage has recently been affected by the COVID-19 global pandemic. Buddhist rituals, pilgrimages and celebrations have been restricted. In response, a practitioner has used technology to make video clips of traditional string puppet drama. This is to promote responsible behaviour during the pandemic while preserving and promoting the national culture.



CHECK YOUR UNDERSTANDING

1. What is meant by a 'shrinking world'?
2. How has the Internet made the world 'shrink' more quickly?
3. In pairs, discuss the social media platforms that you use. What is the most prominent language used on them?
4. How has language changed as more people use the Internet?
5. Look back at the table on page 167, showing the positives and negatives of communication. Using your own knowledge, come up with two more positives and negatives.
6. Think about your own culture. Is there any evidence online that your culture is protected and promoted? If so, how?

ACTION LINKS

When you use the Internet at school (or in your own time), what language do you use? Do you feel that communications technology has had an impact on your language and how you communicate? Consider the following:

- Include whether or not you use your first or second language.
- If you talk to your friends online, does it differ from how you communicate in real life?
- Do you feel more connected to others online compared to those in real life?

OTHER POINTS OF VIEW

'If everything online is in English, it reduces the value of other languages.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

D3: THE CHANGING PATTERN OF TRAVEL

LEARNING OBJECTIVES

- You will find out about the increased accessibility of travel among tourists, migrants and the business community.

LET'S GET THINKING

THE COST OF FLYING

This table shows the average costs and flight times of single flights from New York, USA, to European countries in 1955 and 2020.

Destination	Price in 1955 (US\$)	Equivalent price in 2020 (US\$)	Price in 2020 (US\$)	Time in 1955 (hours)	Time in 2020 (hours)
Frankfurt, Germany	328	2,774	236	16	8
Geneva, Switzerland	328	2,775	250	17	10
Lisbon, Portugal	296	2,503	254	15	10
London, England	290	2,453	319	13	7
Madrid, Spain	320	2,709	269	18	7.5
Paris, France	310	2,662	254	12	7.5
Rome, Italy	360	3,046	250	19	8.5
Shannon, Ireland	261	2,207	350	12	6

- What has happened to airfares since 1955?
- What has happened to flight times since 1955?
- How do you think this has affected the number of people flying?
- Why has there been a change in the cost of flying?
- Why do you think planes have got faster?

INCREASED TRAVEL

In 1970, just over 300 million passengers took a flight (World Bank). That figure is now over 4 billion (or almost half of the world's population), yet less than 20 per cent of the world's population has ever travelled by plane. But this could be changing due to increased accessibility and cheaper travel. People have been travelling more than ever before for tourism, visiting family and friends, migration and work.

WHY ARE PEOPLE TRAVELLING MORE?

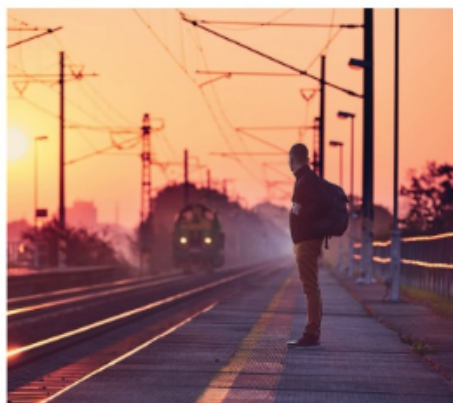


BUSINESS

Passengers who travel for business purposes will make frequent trips between countries to attend meetings or conferences. This ease of travel allows the exchange of ideas and goods, which can encourage partnerships between countries.

Business growth allows economic development to happen, but also strengthens cultural bonds. For example, many business travellers will become knowledgeable on how to dress, speak and interact with their business partners in other countries.

Business travel has been made easier with many different airlines offering competitive prices and an increased number of available routes. This ease of travel is also seen in rail. For example, Eurostar® is a passenger service that connects the UK with the continental network in Europe. This means you could, for example, leave London and arrive in Paris, France, within three hours. You could go to a meeting and be back at your desk within a day!



MIGRATION

Migration has been happening throughout history as humans have always moved from place to place. Early colonisation of the Americas by Europeans involved long boat journeys taking six weeks or more to sail across the Atlantic Ocean. Today, many migrants (depending on their circumstances) can book a flight ticket and arrive in a new country within a day. When migrants arrive in new countries, they bring with them new traditions, values, beliefs and skills. When migrants decide to return home to see their family and friends, they return with elements of the host culture, therefore also spreading cultural awareness to their own country.

TOURISM

As air travel has become quicker and cheaper, with travel companies offering more affordable holidays, the rate of tourism has increased. This has included tourism for leisure, education, adventure and volunteering. People travel to experience a diverse range of countries and explore new cultures, which they can appreciate, learn from and value.

Tourism can help to support local cultures by raising awareness of their existence and boosting the economy when tourists buy local goods. But, if not done sustainably, it can destroy them. The arrival of tourists to an area can be overwhelming, leading to environmental issues (e.g. littering or pollution) and outside cultural influences that can impact upon local culture.

Train and coach travel has also made tourism more accessible. Initially, trains carried passengers within countries, but they have become increasingly international. For example, the Trans-Mongolian Express can take you from Ulaanbaatar in Mongolia to Beijing, in China; this might be a good route for tourists who would like to see the scenery and stop at different places on the way to explore. Interrailing (travelling through different countries by train) across Europe has also seen an increasing number of young tourists, as they want to experience the unique tastes of European culture.



CASE STUDY: THE COVID-19 EFFECT

In 2020, the COVID-19 global pandemic caused a halt in travel. Transport companies were forced to reduce or stop their travel routes to make sure the virus did not spread further. This disrupted the entire travel network for people around the world and caused the closure of many travel businesses.



CHECK YOUR UNDERSTANDING

1. Why has travelling become much easier than in the past?
2. What do you think are the main reasons why people travel?
3. Do you think improvements in transport have allowed business growth? If so, how?
4. In pairs, discuss whether or not you think increased travel has led to cultural change.
5. Make a list of places you have travelled to in the last five years (within or outside your own country). What modes of travel did you use? How long were the journeys?
6. What effects do you think the COVID-19 pandemic could have on travel in future?

ACTION LINKS

Research travel agencies online within your region. What sort of trips do they offer? Who do you think they appeal to? Is there any evidence of more accessible travel between countries? If so, what?

OTHER POINTS OF VIEW

'An increase in travel has led to the destruction of many cultures.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

E1: WEALTH AND POVERTY IN EMERGING ECONOMIES

LEARNING OBJECTIVES

- You will find out about changing wealth and poverty in emerging economies.



LET'S GET THINKING

BRAZIL'S GROWING MIDDLE CLASS

Brazil is a country that has witnessed the benefits of a rapidly emerging economy. In 1990, it had a Human Development Index score of 0.61. By 2018, this had increased to 0.76.



FIND OUT MORE...

about BRICS in Theme 2, A3: 'What is an emerging economy?'

SUBJECT VOCABULARY

middle class a social class that exists between the working class and upper class. It can refer to a person's wealth, credentials (e.g. education and qualifications) and culture (e.g. values and behaviours)

Brazil is one of the BRICS countries and it is experiencing increased economic growth, which is creating a new and emerging **middle class** in the country. According to the World Bank, this new middle class earn between US\$10 and US\$50 per person a day. Compare this to the lower income class who, according to the Brazilian Institute of Geography and Statistics (IBGE), earn up to US\$5.5 per person per day.

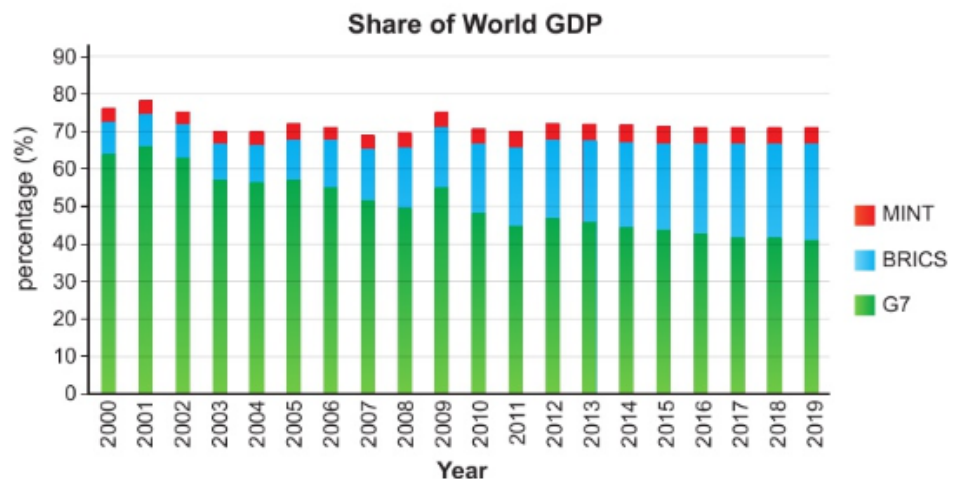
Brazil's growing economy has contributed to a reduction in poverty, improved education and has provided new job opportunities, enabling the middle class to represent nearly a third of the 190 million population. As people have earned more money, they are able to consume more non-essential goods, such as TVs, cars and even plane tickets. Between 2011 and 2012, 9.5 million Brazilians flew for the first time ever (World Bank).

However, despite the growth of the middle class in Brazil to 113 million people in 2017 (IBGE), there are still over 5 million people who have been left vulnerable. Brazil's middle class may be flourishing now, but if Brazil does not develop sustainably and continue to modernise its institutions, the stability of the new middle class could be at risk.

1. If Brazil's Human Development Index score has increased, how has life improved in the country?
2. How does an increasing income benefit the Brazilian people?
3. How might more air travel benefit Brazil?
4. In pairs, discuss what life in the middle class might be like.
5. Using your own research, why do you think some people are still living in poverty in Brazil?

EMERGING ECONOMIES

As you have seen in Theme 2, A3: 'What is an emerging economy?', the first four countries to be identified as emerging economies were Brazil, Russia, India and China (or the BRIC economies), with South Africa joining later. These countries have shown a pattern whereby people have become increasingly wealthy as their economies have grown. They have also been seen as having the potential to overtake the world's most advanced economies of the G7 countries (Canada, France, Germany, Italy, Japan, the UK and the USA). Currently, the BRIC countries have a combined GDP that is 25% versus the G7 at 40% of the world GDP. However, by 2050, it is believed that it could possibly be double that of the G7 countries.



MINT countries (the emerging economies of Mexico, Indonesia, Nigeria and Turkey) are predicted to enter the top 20 economies by 2050. These countries have populations that are large and youthful, who are contributing to a huge, growing workforce. Despite the increasing rate of development in emerging economies, the G7 countries do still dominate on the global share of GDP.

HOW ARE PEOPLE AFFECTED?

The UN aims to improve the standard of living for people in poverty globally. For example, Sustainable Development Goal Target 10.1 reads:

'By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average.'

In some emerging economies, the government puts money into public services and resources, such as education, healthcare and sanitation. As the economy grows, the government can afford to put more money into services to improve them. This means that there are more and better quality resources available to help people.

For example, schools that are not performing well might benefit from this extra money from the government. They can invest it in their students, such as buying new textbooks, technology, teaching resources and staff training. This can help students with their learning, which might enable them to secure a place at college, university or get an apprenticeship and improve their overall standard of living.



CASE STUDY: IMPROVING LIVES IN INDIA

Due to India's rapidly emerging economy, the public facilities of the poorest regions are improving. Not long ago, many rural villages had no schools, healthcare facilities, shops, roads, electricity or even safe drinking water. Today, many more children go to school, the elderly receive a pension and many families have a 'job card' to help them get employment.



But where does the government get this money to redistribute wealth? Most countries collect **taxes** from people. This is an amount of money that citizens pay to the government. As citizens in emerging economies earn more income, they are able to pay more tax, which allows more investment into public services and overall development.

SUBJECT VOCABULARY

taxes amounts of money paid to the government that are based on the level of income (or the cost of goods or services bought) and that is used to pay for public services

CHECK YOUR UNDERSTANDING

1. Why are people in emerging economies getting wealthier?
2. Create a flowchart showing how people's lives might improve as their economy grows.
3. In pairs, discuss what impact emerging economies might have on G7 countries in the future.
4. Why is it important to redistribute wealth in a country?
5. In pairs, think of ideas to help emerging economies develop sustainably.

ACTION LINKS

Go online and find the 'Dollar Street' webpage on gapminder.org. Explore the different types of families who live in China. You could consider why wealth differs between families in the same country, and how wealth distribution could become more equal.

OTHER POINTS OF VIEW

'We should not buy things from emerging economies if only the wealthy benefit.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

E2: EMERGING ECONOMIES: WHAT'S CHANGING?

LEARNING OBJECTIVES

- You will find out how citizens in emerging economies are increasing their consumption of different foods, media and goods.

LET'S GET THINKING

A GLOBAL TIPPING POINT

According to the non-profit public policy organisation the Brookings Institution, half of the world's population was considered to be 'middle class' or 'rich' in 2018. As this new middle class earns more money, they are demanding and consuming more products.

The majority of this new middle class are found in Asia, and this has led to the predominance and emergence of many Asian multinational companies. The governments have also been pressured to provide affordable housing, education and healthcare.



By 2030, over 70 per cent of China's population could be middle class and consume nearly US\$10 trillion in goods and services. India could also become the world's largest middle-class consumer market. This growing demand will create opportunities for the consumer goods industry, health services, infrastructure and education. However, it could potentially impact food and energy supplies and harm the environment.

1. Where are the new middle classes growing in particular?
2. Using your answer to question 1, can you think of any reasons why this is the case?
3. Why are governments under pressure from the new, growing middle class?
4. In pairs, discuss the positives and negatives of a growing global middle class.

CHANGING LIFESTYLES

As economies grow, a higher proportion of the population will begin to earn more money. People who find themselves on higher incomes can afford a better standard of living. After they spend money on necessities like food, clothing and housing, they might now have some left over.

SUBJECT VOCABULARY

consumer goods products that are bought by people for their own use, such as food, clothing, cars or jewellery

They have more freedom to choose what they spend their money on, such as on **consumer goods** like expensive food, branded clothing, cars or jewellery. There will be an increase in the consumption of luxury goods, so they will be more in demand. People on higher incomes might also spend money on education or retraining to improve their skills, which can lead to more work-related opportunities. Others might use their entrepreneurial skills to invest their money in businesses, or even start their own business, in order to make more money.

DIVERSE CUISINES

As people become wealthier in emerging economies, they want to broaden their everyday experiences. One of these experiences includes food. Rather than buying local food, people now want to try new cuisines with different or more distinctive flavours.

Western fast food chains – such as McDonald's, Pizza Hut® and KFC® – have found that emerging markets offer them opportunities for growth. As local people become wealthier, they can afford to try new foods – but this has also led to a rapid change in people's diets. For example, McDonald's growth (outside the USA) has been particularly strong in China, Malaysia and South Korea. This means that the traditional Asian-style diets of rice, vegetables, noodles and seafood are now coexisting with fried foods and fatty takeaways. Starbucks® also has thousands of stores spread across mainland China, which has eroded (gradually destroyed) the traditional tea-drinking culture to make way for a coffee-drinking culture.



FIND OUT MORE...

about global cultures and communities in Theme 3, A1: 'Whose culture?'.
[Find out more](#)

INCREASING MEDIA USAGE



The availability of smartphones has increased drastically in emerging economies. In Brazil, smartphone ownership has quadrupled since 2013, from 15 per cent to 60 per cent in 2018. Having a smartphone has changed the lifestyles of people in terms of communication, online banking and social media usage.

Internet usage is also increasing in emerging economies, from 40 per cent of adults using the Internet in 2015 to 60 per cent in 2018. This has also potentially led to an increase in social media accounts such as Facebook and Twitter. This increasing availability of Internet and phone usage has granted people in emerging economies access to the global community, as they become more aware of global ideas, values and cultures.

DIVERSE GOODS



By 2030, India is expected to have a massive growth in consumer spending. It will have one of the youngest nations on the globe – and they will have very specific spending preferences.

The new spenders are likely to spend more on diverse goods such as food, beverages, personal care, gadgets, transport and housing. For example, in India there are around 600 million youths under 24, who are demanding more from the beauty market. This has created opportunities for beauty companies. Dining out is also set to increase, and the latest gadgets and smartphones are already on the rise.

China also has 1.4 billion people who attract a lot of international business. For example, the American computer manufacturer Dell® started selling a new ultra-thin XPS 14z® laptop in China in 2011 a month before it launched in the USA.

CHECK YOUR UNDERSTANDING

1. Brainstorm everything you think could be defined as 'consumer goods'.
2. How can people with higher incomes improve their quality of life?
3. How can trying different foods enable people to become more culturally aware?
4. In pairs, discuss the possible negative impacts of changing traditional diets.
5. Create a poster page of how increased media use can have both a positive and negative impact on people's lives.
6. Using your own research, provide some examples of the biggest companies in the world today. Are they found in emerging markets? If so, what sort of products and services do they provide?

ACTION LINKS

Choose one emerging economy (e.g. Brazil, Mexico, Nigeria, South Africa). Using your own research, find evidence to show that life is improving for the people living there.

OTHER POINTS OF VIEW

'The culture of a country will be forgotten as people become wealthier.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

E3: A NEW IDENTITY?

LEARNING OBJECTIVES

- You will find out about how cultural changes in emerging economies are affecting identities, freedoms, traditions and the environment.

LET'S GET THINKING

TEEN POP



In 2014, India held its first ever K-Pop festival. This is music that comes from South Korea. Due to the growing influence of social media, there were approximately 5.3 billion tweets globally related to 'K-Pop' in 2018. India was among the top 20 countries that tweeted the most, according to Twitter.

Due to India's emerging economy, it has attracted more and more foreign businesses to operate there. Technology has also rapidly improved and become more accessible in India. This effectively led to the presence of many South Korean companies, as well as a new-found access to South Korean media.

The youth in India can now identify and relate more to South Korean culture, and to K-Pop in particular. This could be due to its similarities with Bollywood (the Indian Hindi-language film industry) in India, including shared ethnic features and storylines relating to teenage struggles.

1. Why do you think K-Pop has become more popular around the world?
2. How do you think South Korean culture has had an impact on India's culture?
3. Why do young Indian teenagers relate to K-Pop?
4. Using your own research, what are the main features of India's traditional culture? Do you think these features are being threatened?

CHANGING CULTURES AND IDENTITIES

With the growing presence of emerging economies on a global scale, it is inevitable that the countries will be affected by globalisation. International goods, services, media, foods and trends are increasingly being consumed by citizens living within emerging economies. This has brought both positive and negative changes to the culture, tradition and identity of emerging economies.

Cultural change in emerging economies	
Positives	Negatives
■ increased cultural awareness of a wide range of countries. This increases a sense of global community ■ embracing new trends and cultures while protecting national culture (e.g. Thailand includes national culture in education programmes for young people) ■ ideas and values spread that could improve things in emerging countries (e.g. human rights issues) ■ improved technology can allow a country's culture to be shared. This could raise awareness, preserve the culture and increase tourism ■ increased freedoms, especially freedom of speech, due to social media platforms	■ increased exposure to different cultures could mean loss of national tradition and ethnicity (e.g. according to UNESCO, 42 languages in India are headed for extinction) ■ loss of traditional goods and services as international goods are consumed more (e.g. in China, McDonald's would like to double their number of restaurants by 2022. This could endanger small, traditional businesses, including food industries) ■ resistance to change within the population could cause community break-up ■ many young people could emigrate to live in a culture they have come to know well. This could lead to a 'brain drain'

FREEDOM TO SPEAK

Indonesia, the world's tenth-largest economy, is emerging as a middle-income country (World Bank). In doing so, it has become one of East Asia Pacific's most vibrant democracies.



Despite being known as a 'flawed democracy', freedom of expression has improved due to the presence of social media in the country. Citizens can now voice their opinions online and through campaigning more than ever before. The government has less monitoring and control. However, it is still said to ask social media sites to remove posts they deem unacceptable.

FIND OUT MORE...

about flawed democracies in Theme 1, B1: 'Different political systems'.

PRESSURES ON THE ENVIRONMENT

Due to the economic development in emerging economies, there has been a rise in the global demand for meat. Global meat consumption is due to increase to 388 million tonnes in 2030. This will have a negative impact on the environment in a number of ways, such as:

- a vast amount of land being used for agriculture, producing wheat crops to feed the animals. This is leading to the clearing of rainforests to make room for more land
- an increased number of farmed livestock, which emit greenhouse gases such as methane that leads to climate change.



Not only is meat consumption increasing, but new urban development projects are taking place and the natural landscape is changing forever. Urban areas are spreading, putting increased pressure on resources like water and food as more people live in more densely populated areas.

Pollution levels are likely to rise due to increased waste and changes taking place to modernise industries, such as manufacturing or farming. For example, in 2018 the BBC reported that New Delhi in India is witnessing high levels of air pollution. Changes in farming have provided India with greater food security, but increases in wheat and rice production have led to more stubble fields being burned after the crops have been cut. While stubble burning only lasts a few weeks, the smog stays for about three months.

FIND OUT MORE...

about environmental damage in Theme 2, C3: 'Economic development and climate change'.

CHECK YOUR UNDERSTANDING

1. How are cultures changing in emerging economies?
2. Why might it be good for young people to learn about new cultures?
3. How are cultures in emerging economies being threatened?
4. In pairs, research an emerging economy of your choice. Is there evidence of increased freedoms? If so, how?
5. Discuss all the ways an increase in income is linked to harming the environment.
6. If new economies continue to emerge, how do you think the world will look in 50 years? Discuss your thoughts in pairs.

ACTION LINKS

Think about your own lifestyle, living in your country. Do you think your level of income has had an impact on your choice of food, music, clothes or activities? How do you think your choices have had an impact on your own culture and on the environment?

OTHER POINTS OF VIEW

'Emerging economies are the cause of a loss of tradition and environmental damage.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

EXAM PRACTICE

SOURCE A

CULTURAL TOURISM AND URBAN DEVELOPMENT: SIEM REAP, CAMBODIA

UNESCO and other UN agencies have been working with representatives in Siem Reap to develop a new partnership model. This will aim to promote Cambodian culture and tourism in an economically sustainable way.

The partnership aims to do the following:

- support cultural tourism and urban development
- encourage local cultural traditions; museums and modern creative industries to become part of the programmes for urban development and/or restoration
- encourage the repair of older, industrial areas in historic cities to include the integration of cultural heritage
- encourage urban development, to be achieved with local communities, and provide opportunities for their socio-economic development (e.g. education and job opportunities)
- encourage urban development to be integrated socially and culturally with other urban areas. This is to help improve the interaction between new and existing communities in the area
- encourage the development of cultural programmes and creative industries in restored urban areas. This should provide opportunities for locals to embrace and present their cultural heritage, as well as allowing tourists to experience it.

Source: edited from 'Siem Reap Declaration on Tourism and Culture – Building a New Partnership Model' (2015).

SKILLS CRITICAL THINKING

1 Which of the following is an example of cultural tourism?

- A a beach holiday in Spain
- B a cycling tour in Italy
- C an art tour in Greece
- D a skiing holiday in the USA.

(1 mark)

SKILLS CRITICAL THINKING

2 Which of the following is the main reason why countries encourage cultural tourism?

- A it encourages local people to buy fast food
- B it provides more jobs for local people
- C it helps to educate local people
- D it provides better housing for local people.

(1 mark)

SKILLS CRITICAL THINKING, INTERPRETATION, ANALYSIS

3 Suggest **one** reason why the restoration of older areas could help to promote tourism and national culture.

(2 marks)

SKILLS CRITICAL THINKING, INTERPRETATION, ANALYSIS

4 According to Source A, one of the partnership aims is 'encouraging the development of cultural programmes and creative industries'. Using your own knowledge, give **three** ways in which this could be done.

(3 marks)

SKILLS CRITICAL THINKING, INTERPRETATION, ANALYSIS

5 Explain **two** ways that cultural tourism could help urban development.

(4 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, REASONING/
ARGUMENTATION,
DECISION MAKING

- 6** Study the second aim of Source A. Suggest **two** reasons why local people should be included in development.

(4 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, REASONING/
ARGUMENTATION,
DECISION MAKING

- 7** 'Development should benefit local people rather than tourists.'
Examine the arguments for and against this statement.

(9 marks)

SOURCE B

INTEGRATING REFUGEES

Since 2018, more than 1.4 million refugees have arrived in Germany. Many are Syrians escaping the civil war in Syria to find safety in Europe. Syrians now represent the largest Muslim minority in Germany.

To help refugees integrate, the German central state and local governments – as well as NGOs – have successfully created a path to employment for the new arrivals. For example, vocational schools have 'integration classes', which aim to help refugees to get jobs. This includes learning the German language, education and skills training.

Learning the language and cultural integration have been difficult issues to overcome, and there have been social tensions in communities. But Syrian refugees have been contributing to life in Germany, such as setting up shops selling 'chubs arabi' (Arab pitta bread) or opening Arabic libraries that hold 'Arab-German Literature Days'. This not only helps to boost the local economy but also integrates Syrians into the German way of life, while also maintaining their cultural identity.

SKILLS CRITICAL THINKING

- 1** The source mentions refugees. Which organisation was established to support the welfare of refugees?

A WHO
B UNHCR
C UNICEF
D ECHR.

(1 mark)

SKILLS CRITICAL THINKING

- 2** The non-governmental organisations (NGOs) in Source B have been dealing mainly with which of the following issues?

A environmental
B political
C legal
D social.

(1 mark)

SKILLS CRITICAL THINKING,
INTERPRETATION

- 3** Using your own knowledge, identify **two** reasons for increased international migration to countries such as Germany.

(2 marks)

SKILLS CRITICAL THINKING,
INTERPRETATION

- 4** Using your own knowledge, suggest **one** reason why Syrian refugees might feel they have multiple identities.

(2 marks)

SKILLS CRITICAL THINKING,
INTERPRETATION, ANALYSIS

- 5** According to Source B, 'learning the language and cultural integration have been difficult issues'.

Using your own knowledge, give **three** ways the issues can be overcome.

(3 marks)

SKILLS CRITICAL THINKING,
INTERPRETATION, ANALYSIS

- 6** Suggest **one** reason why education and skills training are important for refugees.

(4 marks)

SKILLS CRITICAL THINKING,
INTERPRETATION

7

Source B mentions 'social tensions in communities'. Explain **two** reasons why there might have been social tensions when the refugees arrived.

(4 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, REASONING/
ARGUMENTATION,
DECISION MAKING

8

'Refugees must change their identity if they are to be integrated into their new community.'

Examine the arguments for and against this statement.

(9 marks)

SOURCE C

ISABELLA'S LANGUAGES

I was born in a village in southern Spain. I have dual heritage. We spoke English at home but I spoke Spanish when I was out playing with my friends. By the time I went to school, I was almost fluent in Spanish. As I grew older, I began teaching Spanish remotely by tutoring online and using Skype® and WhatsApp® to communicate with students.

I loved languages, so I studied Russian and Chinese at university. It was hard work learning the two languages at the same time but it has been very beneficial. As I'm already fluent in two European languages, speaking Russian and Chinese has provided me with many more job opportunities than most of my friends, who only speak Spanish.

I've worked for an international sports association, which involved managing teams with various nationalities at the 2012 London Paralympics. After this, I moved to Geneva, Switzerland, and worked for a high-end company that sells watches all over the world. I'm now studying for a degree in translation because I would really like a job at UNICEF or one of the other UN agencies.

SKILLS CRITICAL THINKING

1

UNICEF supports which of the following groups of people?

- A farmers
- B environmentalists
- C educators
- D children.

(1 mark)

SKILLS CRITICAL THINKING

2

European languages, historically, became widely spoken around the world because of:

- A globalisation
- B the Internet
- C colonialism
- D tourism.

(1 mark)

SKILLS CRITICAL THINKING,
INTERPRETATION, ANALYSIS

3

Suggest **one** reason why learning Chinese has become more popular in recent years.

(2 marks)

SKILLS CRITICAL THINKING,
INTERPRETATION

4

According to Source C, Isabella worked at the 2012 London Paralympics.

Using your own knowledge, suggest **one** way the Paralympics help to change social attitudes towards disability.

(2 marks)

SKILLS CRITICAL THINKING,
INTERPRETATION

5

Source C states that Isabella 'began teaching Spanish remotely by tutoring online and using Skype® and WhatsApp® to communicate with students'.

Using your own knowledge, give **three** ways that communications technology helps communities to keep in touch.

(4 marks)

SKILLS CRITICAL THINKING,
INTERPRETATION, ANALYSIS

6

Explain **two** reasons why being multilingual can be helpful when travelling to new places.

(4 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, REASONING/
ARGUMENTATION,
DECISION MAKING

7

'Most of the world speaks English, so it is not worth learning other languages.'

Examine the arguments for and against this statement.

(9 marks)

SOURCE D

EMERGING ECONOMIES: THE WIDENING GAP

In many emerging economies, there appears to be a widening gap between the most and least wealthy citizens. People living in poverty, especially, are not benefitting from the rapid economic growth taking place. For example, in some emerging economies, education can be expensive and inaccessible for those living in remote, rural areas. They might not be able to afford to travel to school, or to buy the resources they need, such as textbooks or uniforms. Children's future opportunities are therefore more limited compared to those who can afford to go to school. Healthcare has similar issues, as people who cannot access or afford the cost of a clinic will not be able to receive the treatment they need.

As average incomes increase in emerging economies, some citizens become wealthier and can afford necessities, such as education and healthcare, but also luxury goods. They can buy better, more nutritious foods that can contribute to a healthier lifestyle, as well as expensive communications technology, like smartphones with Internet access. This means they can access information on a global level, such as news websites, music and social media.

However, as people consume more, new threats are emerging. For example, according to the OECD, obesity rates in Mexico are increasing rapidly. This is putting more pressure on healthcare services to treat new diseases related to obesity, such as type 2 diabetes.

SKILLS CRITICAL THINKING

1

A country often becomes an emerging economy because:

- A it is buying more from other countries
- B it has more people working in tourism
- C the sea level is falling
- D it has rapid industrialisation.

(1 mark)

SKILLS CRITICAL THINKING

2

Economic growth happens when:

- A a country has increased its ability to produce goods
- B a county has increased the number of people employed
- C a country has increased the amount of food people buy
- D a country has built more houses for people to live in.

(1 mark)

SKILLS CRITICAL THINKING,
INTERPRETATION, ANALYSIS

3

Suggest **one** way in which an increase in media use, such as smartphones, can lead to cultural change.

(2 marks)

SKILLS CRITICAL THINKING,
INTERPRETATION

4

Using your own knowledge, identify **two** issues associated with cultural changes in emerging economies.

(2 marks)

SKILLS CRITICAL THINKING,
INTERPRETATION, ANALYSIS

5

According to Source D, 'there appears to be a widening gap between the most and least wealthy citizens'.

Using your own knowledge, explain **one** possible solution to this problem.

(3 marks)

SKILLS CRITICAL THINKING,
INTERPRETATION, ANALYSIS

6

Explain **two** reasons why a lack of education and healthcare can limit economic growth.

(4 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, DECISION MAKING

7

Suggest **two** ways a government can help those living in poverty.

(4 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, REASONING/
ARGUMENTATION,
DECISION MAKING

8

'People living in poverty will not experience cultural change as much as those who are wealthier.'

Examine the arguments for and against this statement.

(9 marks)

SYNOPTIC ASSESSMENT: EXAMPLE QUESTIONS

SKILLS CRITICAL THINKING,
ANALYSIS, DECISION MAKING

1

Outline the main reasons why people choose to migrate.

(5 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, REASONING/
ARGUMENTATION,
DECISION MAKING

2

'Migration causes problems at home and abroad. It shouldn't be allowed.'

How far do you agree with this view?

- Consider how this statement might apply to your own and other countries.
- Use evidence from different Global Citizenship contexts to help support your argument.
- Give reasons for your opinion, showing you have considered different points of view.

(15 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, DECISION MAKING

3

Outline how people's lives are changing in emerging economies.

(5 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, REASONING/
ARGUMENTATION,
DECISION MAKING

4

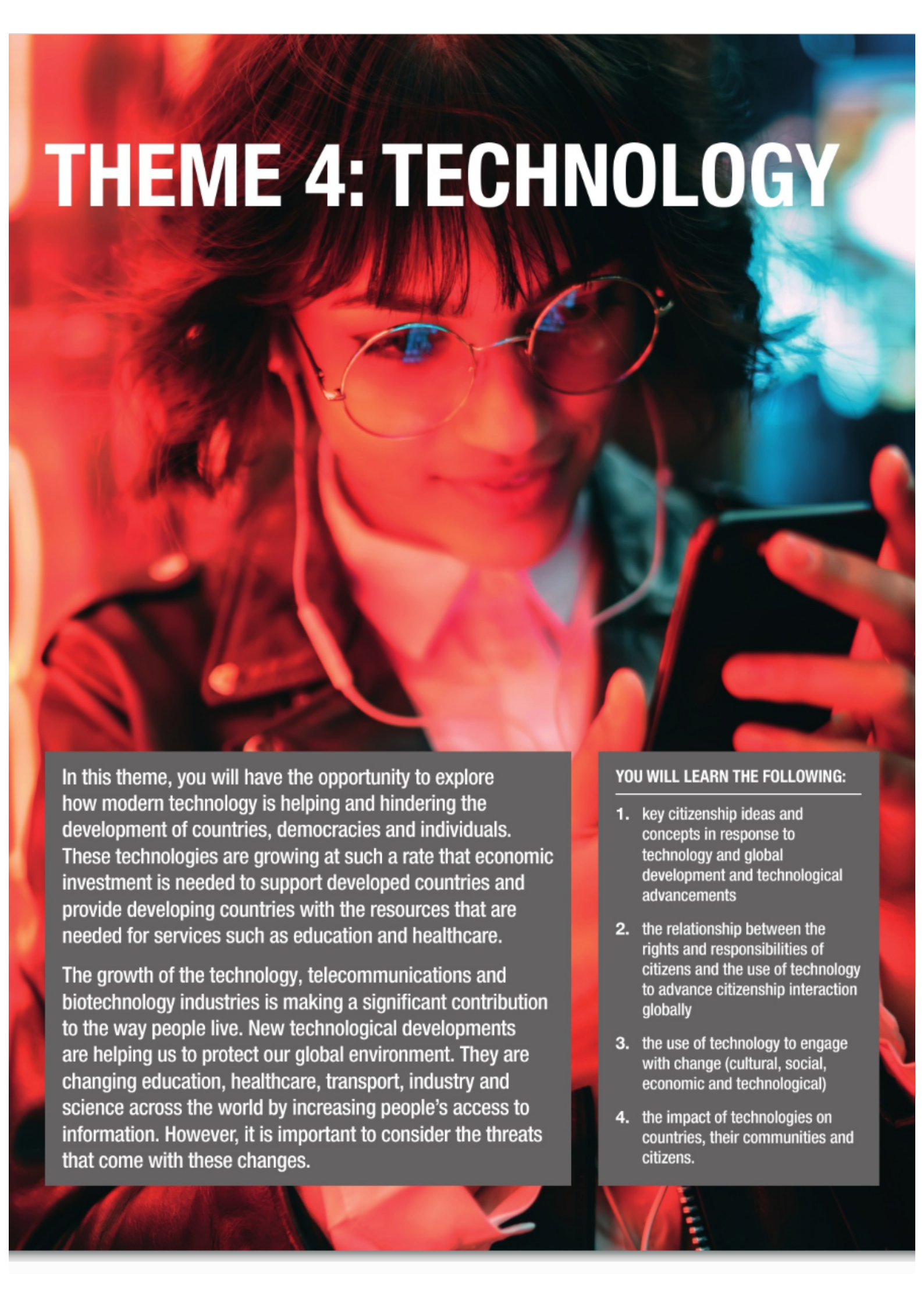
'Not everyone gains in an emerging economy, but it doesn't matter.'

How far do you agree with this view?

- Consider how this statement might apply to your own and other countries.
- Use evidence from different Global Citizenship contexts to help support your argument.
- Give reasons for your opinion, showing you have considered different points of view.

(15 marks)

THEME 4: TECHNOLOGY



In this theme, you will have the opportunity to explore how modern technology is helping and hindering the development of countries, democracies and individuals. These technologies are growing at such a rate that economic investment is needed to support developed countries and provide developing countries with the resources that are needed for services such as education and healthcare.

The growth of the technology, telecommunications and biotechnology industries is making a significant contribution to the way people live. New technological developments are helping us to protect our global environment. They are changing education, healthcare, transport, industry and science across the world by increasing people's access to information. However, it is important to consider the threats that come with these changes.

YOU WILL LEARN THE FOLLOWING:

1. key citizenship ideas and concepts in response to technology and global development and technological advancements
2. the relationship between the rights and responsibilities of citizens and the use of technology to advance citizenship interaction globally
3. the use of technology to engage with change (cultural, social, economic and technological)
4. the impact of technologies on countries, their communities and citizens.

CONTENT

A: TECHNOLOGY AND ECONOMIC DEVELOPMENT

- a. The links between communications technology and economic development in developing countries, including mobile phone banking and business use.
- b. The role of communications technology in trade and investment across national boundaries, including providing new jobs and services.
- c. The growing importance of communications technology in tackling inequality between and within communities.

B: TECHNOLOGY AND COMMUNITIES

- a. The role of communications technology in international community building, using an example of a migrant or diaspora population.
- b. New opportunities and threats for communities, including differing views on developments such as artificial intelligence or bionics, healthcare and/or other support services.
- c. New and emerging threats to communities across national boundaries, such as identity theft, computer viruses and cyberterrorism.

C: TECHNOLOGY, POLITICS AND CITIZENSHIP

- a. Communications technology and campaigning, including the use of social media to raise awareness about issues.
- b. The use of communications technology during elections by citizens and politicians as part of the democratic process.
- c. The themes of censorship and bias in relation to communications technology, using two countries as examples.

D: TECHNOLOGY, ENERGY AND CLIMATE CHANGE

- a. Energy-saving technologies developed in response to climate change, such as energy-efficient appliances, buildings and towns.
- b. New energy technology developed as an alternative to fossil fuels, including solar, wind and nuclear power sources, and the associated local issues.
- c. Technologies needed to tackle or adapt to future climate change, such as carbon capture and storage (CCS) and flood barriers.

E: SOCIAL MEDIA, IDENTITIES AND FREEDOMS

- a. Positive and negative ways in which personal identities can be affected by the growth of social media communities in local and global contexts.
- b. Issues surrounding personal rights and freedom of speech for users of social media.
- c. Changing patterns of media use and consumption, including the decline of printed media and the rise of 24-hour news reporting.

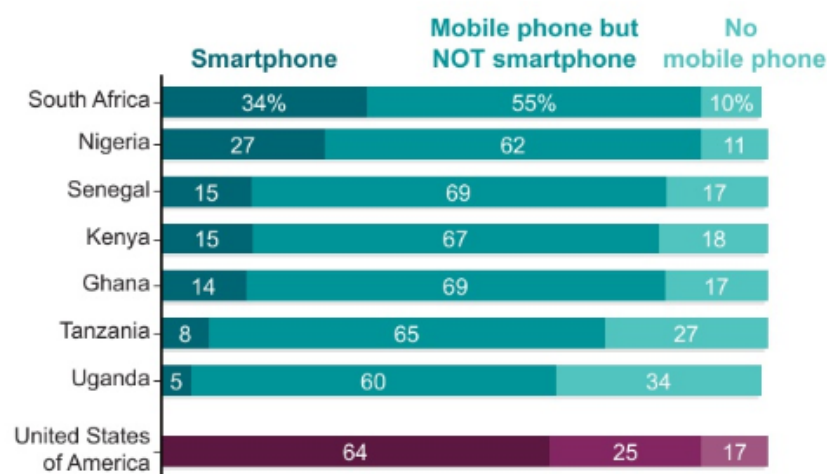
A1: TECHNOLOGY AND THE DEVELOPING WORLD

LEARNING OBJECTIVES

- You will find out how communications technology links to economic development in developing countries.

LET'S GET THINKING

MOBILE PHONE OWNERSHIP IN SUB-SAHARAN AFRICA



Source: Pew Research Center

Mobile phone networks have changed the way people communicate in sub-Saharan Africa. According to the Pew Research Center, the number of people in the region who own a mobile phone has risen sharply since 2002. For example, about 33 per cent of adults in South Africa owned a mobile phone in 2002 but by 2014 that had risen to 89 per cent. There is a similar pattern found in other sub-Saharan countries, such as Tanzania, Kenya and Ghana.

However, there is a difference in the *type* of mobile phone ownership in sub-Saharan Africa – for example, whether people own a smartphone, a mobile phone, or none at all. This graph shows you the ownership of each mobile phone type in seven sub-Saharan countries compared to the USA.

- Describe mobile phone ownership in sub-Saharan Africa.
- How does mobile phone ownership differ in sub-Saharan Africa compared to the USA?
- How do you think owning a mobile phone can help the following in sub-Saharan Africa?
 - individuals
 - families
 - businesses.
- What advantages are there for someone who owns a smartphone?
- Can you think of any barriers that might prevent someone from owning a smartphone?

SUBJECT VOCABULARY

communications technology a method of transferring information through the use of technology, e.g. electronics

COMMUNICATIONS TECHNOLOGY IN THE DEVELOPING WORLD

Communications technology has changed the way we interact today. As long as there is Wi-Fi® or a mobile network, anyone in the world can be connected using an electronic device. In developing countries, though, not everyone will always have access to a computer or a reliable mobile network. However, the introduction of the mobile phone has changed things.

Mobile phones are often relatively cheap and portable, meaning that they are affordable and they can be carried around easily. There are people who do not have a laptop or a tablet but will have access to a mobile phone. For example, according to the Pew Research Center (2013), 58 per cent of Kenyans who did not own a mobile phone said that they shared one with someone else.

This technology has had a huge impact on economic development in developing countries. There are many ways in which it supports individuals and businesses with banking, and we will explore this now.

MAKING LIFE EASIER

For economic development to take place within a country, there must be a continuous flow of money within the economy. Communications technology has enabled this flow to happen more easily and quickly. In developing countries, this is particularly beneficial. Communications technologies have helped the following economic exchanges:

TRADE

SUBJECT VOCABULARY

e-commerce the buying and selling of goods and services over the Internet

E-commerce involves the buying and selling of goods and services over the Internet. It can be done quite easily as a person can buy a product within the comfort of their home, using an electronic device, such as a mobile phone, computer or tablet, to access the Internet. For example, to buy a product on Amazon®, you can pay by debit card using the online store's app on your mobile phone.



E-commerce can help to support and grow the local economy in developing countries. In Africa, it is being adopted as 'African e-Trade' across several countries such as Kenya, Rwanda and Tanzania. This is a social enterprise that empowers the African digital economy by supporting locals to buy and sell goods and products online, such as cars, electronics and furniture. It also advertises houses for sale and job opportunities. It helps people to trade more easily and generate an income.

INVESTMENT

Developing countries are often keen to attract foreign businesses to invest in their economy. Before communications technology was widespread, investing overseas might have been more uncertain and time consuming. But technology has helped to secure investments that can now be made more quickly and efficiently. For example, the International Infrastructure Support System is an online project management tool. It ensures projects are carefully planned online before they are carried out, which provides more chance that the development will actually happen.

FIND OUT MORE...

about remittances in Theme 2, A5: 'Migration: challenges and opportunities'.

REMITTANCES

People can transfer money to each other more easily than ever before through mobile phone banking. For example, Toast® is a money-transfer app that enables people from the Philippines living in Hong Kong and Singapore to send money to their friends and family. It does this much faster and more cheaply compared to a traditional bank. Mobile phone banking and apps like Toast enable people to transfer money more often, and as records are kept of each electronic transfer, it also makes the process easier and safer.

These economic processes have been made easier due to the spread of communications technology. It enables people living in developing countries to improve the way they manage their income; easily trade with others; and improve financial security, which all helps to encourage business growth.

Communications technology has allowed many developing nations to 'leap forward' economically through the process of **leapfrogging**. People living in developing countries have been able to improve their lives by buying and selling products, communicating at a long distance and gaining new skills by using communications technologies.

SUBJECT VOCABULARY

biometrics using information from a person's body, such as fingerprints or eye pattern or colour, to prove their identity

leapfrogging when a country skips the traditional stages of development and jumps straight to using the latest technologies

CASE STUDY: BIOMETRICS IN INDIA

Biometrics is a technology that can help to make electronic money transfers safer and more secure. For example, the Indian government introduced the Aadhaar card for citizens in 2010. It is a card with a 12-digit ID and it stores personal information, such as a person's name, date of birth and biometric data. It is used to prove citizens' identity, but it is also used for government payments like taxes. Governments can also use it to pay pensions and other benefits to citizens. The family in the photo are having their fingerprints scanned to link their Aadhaar card to the government system.



CHECK YOUR UNDERSTANDING

1. How are mobile phones making life easier for everyone?
2. Why is trade an important part of the economy? How do communications technologies help trade?
3. How do communications technologies help foreign businesses invest in developing countries?
4. In pairs, create a poster page showing all the ways that communications technologies can improve the life of a person living in a developing country.
5. Using your own research, how does having a mobile phone help people 'leap forward'?

ACTION LINKS

Find out how mobile phones have changed since the 1990s. Have they improved peoples' lives? What impact have they had on people today? Do mobile phones have a big impact on your life? If so, how?

OTHER POINTS OF VIEW

'There is a digital divide between rich and poor people.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

A2: TECHNOLOGY AND BUSINESS DEVELOPMENT

LEARNING OBJECTIVES

- You will find out about the role of communications technology in mobile phone banking and business use.



LET'S GET THINKING

SUPPORTING RURAL BUSINESSES

Ifeoma is a young stall holder in a Nigerian village market, selling tomatoes on her stall. By using her mobile phone, she is able to run and grow her business.



Ifeoma can use mobile phone banking to keep track of the money that customers send her to pay for the tomatoes. She can also check and keep a record of all of the electronic transfers of money that have taken place over the year. She can use this record to prove that her business is successful, so she is in a better position to apply for an investment to grow her business. She might then have the opportunity to expand into different fruits or vegetables, attracting different customers and earning more money.

Ifeoma can also use her mobile phone to advertise her business. She can take photos and send messages that target potential customers, using social media platforms such as Instagram. Customers can provide her with instant feedback, which she can use to improve her business. Ifeoma can also post useful information, such as where the village market is located, which days her business will be operating and its opening hours.

1. How does mobile phone banking help Ifeoma and her business?
2. How might communications technology help Ifeoma's customers?
3. How does Ifeoma use her mobile phone for marketing?
4. Why do you think Ifeoma is in a better position to apply for investment?

MOBILE PHONE BANKING

Mobile phone banking is a service provided mainly by banks. It allows customers to make electronic transfers of money remotely, rather than physically, by using an app on a smartphone. As mobile phone usage has grown in developing countries, it has given people more access to a technology that can help with economic development.

Mobile phone banking can help people to:

- buy and sell goods and products online (both locally and internationally). This gives businesses the opportunity to grow and process transactions faster
- manage money, especially for business use, such as paying employees or providing investments
- open savings accounts, giving people a secure place to save their money for the future
- stay safe financially. Using a digital currency could be safer than physical money and keep money in the economy
- send remittances. Money can be transferred online and sent to friends and relatives back home to stimulate the economy
- pay taxes. Governments can check records more easily and use tax money to pay for public services.

BUSINESS USE

Communications technology also creates new business opportunities that might not have been available before. It can allow people with business interests to:

- carry out market research – businesses can find out what other businesses are doing by researching online. They can adjust their prices or provide different goods and services to attract customers and generate more income
- gather information – businesses can research the current state of the economy (e.g. economic collapse) and prepare for any issues (e.g. job losses)
- manage money – businesses can track their earnings and spending. Any payments, whether from customers to the business or the business repaying loans to organisations, can easily be done remotely
- find new opportunities – businesses can recruit online for new employees and contact investors to help their business grow
- work remotely – those living in remote areas can email and video conference each other, which can be easier and quicker than meeting in person
- improve their marketing and advertising – texting, messaging or using social media can help businesses to attract new possible customers (even from other countries) meaning they can sell more and generate higher profits.



This table provides some examples of how communications technology has helped businesses in developing countries:

Example of business	How communications technology helps
Farming across Kenya, Tanzania and Ethiopia	By using the app iCOW®, farmers get information on how to improve farming practices. They share their knowledge and experience to help the community. They improve their productivity and income by selling higher-quality products.
Small businesses in Sri Lanka	PickMe® is an app used in Sri Lanka. It connects customers with local businesses offering different services, such as taxi rides, food delivery or moving goods. It provides companies with business that they might not have received without being advertised online through the app.
Baby products and beauty care in Nigeria	Konga®, an e-commerce website, has helped to create a huge online retail store selling baby and beauty care products. This online retail company has joined with Nigerian banks to allow a safe method of paying, therefore attracting more customers. This has expanded the growth of the business across Africa.

CHECK YOUR UNDERSTANDING

1. Create a mind map showing all the ways that owning a mobile phone can link to economic development.
2. In pairs, discuss the impacts of not having a mobile phone in a developing country.
3. Imagine that you are a farmer living in a developing country. Using your own research, how could communications technology help you to improve your income?
4. How can communications technology improve the lives of those living in remote areas?
5. In pairs, discuss how a business can use communications technology to help their business grow.

ACTION LINKS

Choose a country (or use the country where you live) and research a small business, such as a local shop, hairdresser, hardware store, etc. Can you find any links between communications technology and the business's growth?

- Does the business have a contact number, website/social media site, or an app? If so, how do they use it?

OTHER POINTS OF VIEW

'Businesses will only grow if they use communications technology.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

A3: TECHNOLOGY LINKS

LEARNING OBJECTIVES

- You will find out how communications technology helps trade and investment across national boundaries.



LET'S GET THINKING

ANIMATING *THE SIMPSONS*

The Simpsons is an American animated TV show that is made by the FOX® Broadcasting Company. While the show is planned and written in the USA, most of its animation is done in South Korea by a company called AKOM®.

AKOM turns the original storyboard into an animated episode. This used to be done on paper, but it is now digital. All of the art is uploaded to an online hub, which can be accessed by any electronic device. AKOM creates the episodes, including tasks like adding colour and backgrounds, before sending them back to FOX in the USA.



This is called **overseas export market** work. Both countries are making use of international labour and trade, as South Korea now exports their services to the parent company in the USA.

It is much cheaper for FOX to outsource the work to AKOM than to do it in the USA. However, differences in the tools used between the two countries can mean that animated scenes have to be re-drawn, which takes more time. There can also be language and cultural barriers, which could affect the production schedule.

SUBJECT VOCABULARY

overseas export market businesses who sell their products to other countries

1. How is the FOX Broadcasting Company creating jobs on an international level?
2. What sort of skills are required by AKOM employees to do the work?
3. How does AKOM help South Korea to develop economically?
4. What challenges might FOX and AKOM face when working together?
5. In pairs, discuss how communications technology is important so that both FOX and AKOM can operate effectively.

GROWING ECONOMIES

As you have seen in 'Let's get thinking', South Korea is an example of how countries are using communications technology to develop an export market that crosses national boundaries. Instead of just making things to sell abroad, they are also selling services, which provide new job opportunities. Examples include the animation industry, as you have learned with South Korea, or technology hubs in India and Pakistan.

TRADE AND INVESTMENT

Communications technology has spread across the world as part of the globalisation process. It has had an impact on how jobs and services operate throughout the world. These developments have led to an increase in investments and allowed trade to modernise.

Communications technology has allowed **trade** to improve in the following ways:

- online systems reduce paperwork, making trade quicker, easier and more efficient
- **artificial intelligence** is used to manage and track shipping routes and control their arrival into countries; it also helps with translating e-commerce from one language into another
- digital platforms such as Upwork® enable users around the world to find service providers that they need. For example, a web developer in Serbia can find a virtual assistant in the Philippines.

Communications technology has also helped **investment** happen across national boundaries in the following ways:

- entrepreneurs wanting to expand businesses can use the Internet to search for opportunities to invest their money in. They can also use **digital currency** (e.g. Bitcoin®) to do this
- businesses can easily invest in other businesses, especially those found on social media sites, to make money from advertising
- investment in communications technology infrastructure in developing countries has led to the rapid growth of call centres.

SUBJECT VOCABULARY

artificial intelligence computers that are designed to think and act more like human beings

digital currency money that is only available in electronic form, rather than physical form

FIND OUT MORE...

about artificial intelligence in Theme 4, B2: 'Technology: opportunities and threats'.

FIND OUT MORE...

about trade in Theme 2, A4: 'Free trade or fair trade?' and E1: 'Why do countries work together?'

NEW JOBS AND SERVICES: CALL CENTRES

As communications technology takes a more prominent role within the world of trade and investment, it has led to new, skilled jobs across national boundaries. Companies are using communications technology more for their key operational methods. It has led to many businesses requiring call centres to manage their customer services.

Call centres help to answer customers' questions and provide any guidance they need (e.g. help with online banking apps or setting up bank accounts). Call centre jobs range from telephone operatives, who need foreign language skills, to technology experts who help to set up and run the IT systems. They can also communicate with customers online using chat boxes.



When wages are lower in a different country, it can be more attractive for an organisation to outsource this work offshore. For example, a company can be based in the USA, but it may decide to set up its own call centre in the Philippines. The outsourcing of services to a different country means the creation of a skilled workforce where there may not have been the industry need; this creates an opportunity for development.

CASE STUDY: INTERDEPENDENCY



As the world becomes increasingly interconnected due to communications technology, countries have become more dependent on the valuable sources of income from global jobs and services. For example, India has more than 4 million IT workers and contributes massively to the global services industry. It handles more than half of the world's IT outsourcing and more than 60 per cent of those operations support clients in the USA. If something were ever to go wrong in India, and the operations were disrupted, this could have serious consequences for the US economy.

CHECK YOUR UNDERSTANDING

1. In pairs, discuss how the overseas export market is an example of globalisation.
2. How does communications technology allow trade to occur more easily between countries?
3. How does communications technology help entrepreneurs?
4. What are the main reasons for the rising number of call centres in developing/emerging economies?
5. In pairs, discuss the positives and negatives of opening call centres in developing countries.
6. What are the disadvantages of using communications technology across national boundaries?

ACTION LINKS

Complete a fact file by researching a global business that is found in your country (e.g. Vodafone®). How does it provide jobs and services around the globe? Find out how many countries it operates in, how many people it employs globally, and what the average wage is.

OTHER POINTS OF VIEW

'Jobs in communications technology are the best way for a country to develop.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

A4: TECHNOLOGY AND INEQUALITY

LEARNING OBJECTIVES

- You will find out how communications technology can help reduce inequality within and between communities.

LET'S GET THINKING

WORLDREADER

Worldreader is a charitable organisation that supplies e-readers and books for mobile phones to parents, schools and libraries in the developing world. It has grown from one school in 2010 to 13 million readers in 62 countries across Africa, India, Latin America and the Middle East in 2020. This has made it possible for anyone to access digital books and learn remotely.

The 'Read to Kids' programme encourages parents to read to their children using their mobile phones. They are now expanding into primary schools and public day-care centres.

For example, in India there are rural day-care centres and public primary schools that do not have the books needed to help children to start reading. A digital library provides them with the educational resources they need. The country's literacy rates will rise as more children learn to read, increasing the number of opportunities open to them in future.

Worldreader works in partnership with publishers and NGOs to provide these services. All this work helps countries like India to meet the SDG targets.



1. Why do you think schools in some areas do not have books?
2. Why are mobile phones a good way of distributing books to poorer areas?
3. Why is learning to read important for a child?
4. Why are higher literacy rates important for a country's economic development?
5. Using your own research, find out which of the SDGs relate to education.

TACKLING INEQUALITY

The Human Development Index shows us the extent of inequality that exists in the world. Children who live in a community without access to resources, such as quality education or healthcare, are at a disadvantage in life compared to those who have access to such things. Having the opportunity to use these resources, as well as developing skills such as reading and writing, can help people to secure a better standard of living for the future.

FIND OUT MORE...

about HDI and inequality in Theme 2, A2: 'The Human Development Index'.

Inequalities exist both between and within communities, but communications technology can help to tackle inequality by 'bridging the gap' between those who have wealth and those who do not.

CASE STUDY: MOBILE FINANCIAL SERVICES – M-PESA®



M-Pesa is a platform with financial services that you can access on a mobile phone. It was set up in Kenya in 2007 to help people to pay for and receive goods and services. It includes services such as money deposits, withdrawals, remittances and bill payments. It has become part of daily life for Kenyans, with over 237 million person-to-person transactions in 2013 (Forbes).

M-Pesa had a huge influence on tackling inequality in the country, by:

- enabling 20 million Kenyans to access financial services (that they might not have been able to otherwise)
- helping thousands of small businesses to set up and grow
- helping low-income families. The percentage of people living on less than US\$1.25 a day fell after M-Pesa was introduced
- reducing corruption by using safe, online banking
- empowering individuals and entrepreneurship.

Many of the countries where M-Pesa operates have communities that experience high levels of poverty and inequality. It has helped lift people out of poverty with free, easy access to a bank account and offering short-term loans to those who need help. It is an example of how businesses can make a profit while also tackling inequalities that exist, to help people achieve a better standard of living.

PROMOTING EQUALITY

Opportunities to access finance have increased rapidly in developing countries. However, it is also important that communities have equal access to services such as healthcare, education and housing. Communications technology has contributed to lifting people out of poverty and improving overall quality of life by providing various platforms. For example:

- **Ada®:** This is a free healthcare app. It allows users to add details of their symptoms so that they can get appropriate healthcare. A Swahili version is available, which means that more than 100 million Swahili speakers can access the service across sub-Saharan Africa.
- **M-Thuto®:** This is an e-learning app for maths and science pupils in South Africa. It contains class notes, online learning materials, quizzes and exercises, which students can access at home. A study found that more than 20 per cent of children had no access to a computer at home, but around half of them had access to a mobile phone (University of Warwick, 2017). It enables children in the same class to access the resources they need to learn.
- **Virtual communities:** These are online chat rooms that allow people living within communities to discuss issues that they face in their residential areas. It gives citizens a voice so that they can participate in the planning of their areas and report issues that need improving to the people in charge, such as the local government. For example, the online platform Development Asia allows citizens to join a number of online communities and contribute to achieving the SDGs.



SUBJECT VOCABULARY

drones aircraft that do not have a pilot but are controlled by someone on the ground

CASE STUDY: ZIPLINE® DRONES

Zipline is a small American company that uses **drones** to deliver blood and medical drugs to rural areas in Rwanda, Africa. The drone is battery driven and can reach 79 miles per hour. When it reaches the destination, it drops the package on a small parachute. The company recruits and trains local people to run the operation. This helps to reduce inequalities between communities by providing people in rural areas with access to adequate healthcare.



CHECK YOUR UNDERSTANDING

1. In pairs, create a poster showing how communications technology has had an impact on:
 - a. education
 - b. healthcare
 - c. businesses.
2. Choose one form of communications technology. How does it help to promote equality:
 - a. between people living within a community
 - b. between people living in different communities?
3. Using your own research, how are some people living in developing countries **not** benefitting from communications technology?
4. How might healthcare improve in developing countries if communications technology becomes more widespread?
5. Why are virtual communities useful for governments?
6. In pairs, discuss the main benefits and limitations of communications technology in developing countries.

ACTION LINKS

Research the work that communications technology companies, like Dell, are doing to support healthcare and education in developing countries. Provide a case study as an example.

OTHER POINTS OF VIEW

'Communications technology is the best way to help people get out of poverty.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

B1: KEEPING IN TOUCH

LEARNING OBJECTIVES

- You will find out how communications technology builds international communities, such as migrant and diaspora communities.



LET'S GET THINKING

LOCKDOWN ISOLATION IN NEW ZEALAND

Marlborough, in New Zealand, is a region with a growing migrant population. Many of them faced unique challenges due to the COVID-19 lockdown measures in 2020. Marlborough resident Yosef Muhseen, who came from Jordan in 2007, said that newer migrants could become isolated during lockdown.



Yosef's family live all around the world, in the USA, Finland, Dubai and Jordan, but he felt lucky to have some of his family with him in New Zealand. The multicultural centre in Marlborough aims to help migrants who are not as lucky as Yosef to keep in touch with their families in their home country.

If a migrant does not have access to a computer or phone, they could become very isolated from their families at home. The centre usually offers migrants support, such as education and training opportunities, social meetings and cultural events to bring migrants living in Marlborough together. However, during lockdown, these events had to be cancelled. Migrants could still email or call the centre to find out more information or ask questions, or they could go on social media to find out the latest updates, but without access to technology even finding this support can be difficult.

1. What challenges might migrants face when in lockdown?
2. Why is it important for migrants to access communications technology?
3. How could getting in touch with other migrants help individual migrants?
4. In pairs, discuss how communications technology could help migrants when they are living in isolation.

FIND OUT MORE...

about migration and community in Theme 3, B3: 'Migration, identity and diversity'.

INTERNATIONAL COMMUNITY BUILDING

People have been migrating for centuries, which has led to an international community of migrants today. When migrants leave their home country, many keep in touch with their friends and family at home to feel connected with their culture. In the past, this might have been by writing letters or making phone calls. Some migrants can also travel home for visits and might open up businesses that reflect their home culture, but communications technology helps people to keep in touch more easily, more quickly, and on a more regular basis: for example, by using messaging apps on a mobile phone or video calls on a laptop or tablet.

DIASPORA POPULATIONS

A diaspora population is a group of people who have come from the same country and now live all over the world. The word 'diaspora' comes from an ancient Greek word meaning 'to scatter about'. It is used to describe any large migration of people (such as migrants or refugees), language or culture.

Diaspora populations play an important role in contributing to their host country's economy, but also to their home country. They might move abroad to live and work but still send home remittances. By moving to the same place as others from their home country, they can form a community and maintain a sense of their cultural identity. They can speak their language together; cook and eat the foods they enjoy at home; and share cultural experiences such as celebrations or festivals.

It is now much easier for diaspora communities to communicate with family and friends back home. Social media platforms and video calling apps such as Facetime®, Skype and Zoom® enable people to see and hear each other in real time.

CASE STUDY: THE GREEK DIASPORA IN AUSTRALIA

After the gold rush in the 1850s, many Greeks who had travelled to Australia looking for gold decided to stay. By the end of the 19th century, Greek communities were well established in Sydney and Melbourne.

The Greek community of Australia has become one of the largest Greek diasporas in the world. In 2016, there were over 90,000 people with Greek **ancestry** found in Australia. Today, many members of the Greek community still hold strong ties to their ethnic identity, culture and language. There are newspapers, radio stations, festivals, dances, restaurants and Greek language lessons found throughout Australia.

The strength of diaspora communities also helps new arrivals. Meeting people from a similar background can help others to settle into their new environment as they have a common culture. However, many younger generations now lack fluency in the Greek language as they adopt English as their main language. A new dual identity has formed, whereby Greek Australians adopt the mainstream identity, yet take great pride in their Greek identity. Their cultural heritage is kept alive by keeping in touch with the Greek diaspora within Australia, but also with those from around the world.

Communications technology has enabled the connectivity of international Greek diasporas through online social media groups, events and lessons. For example, New Diaspora is a digital platform that connects Greek communities globally online by providing relevant news stories, content and information.



SUBJECT VOCABULARY

ancestry a family lineage or descent

MIGRANT POPULATIONS

Communications technology has also had an impact on the migrant community. Mobile phones are especially important as they are relatively cheap to run and are portable, which helps when migrants have to travel.



Mobile phones can help migrants to keep in touch with their home community through calls and messages along their journey. Smartphones can also enable migrants to integrate into the new society by providing access to the Internet and apps. This can provide migrants with important information, such as:

- language translation
- finding out about local social events to meet new people
- navigation (e.g. Google Maps® can help migrants to get to know their new environment)
- support from community centres and programmes (e.g. if they need help accessing resources)
- educational, health and economic advice and support.

CHECK YOUR UNDERSTANDING

1. Do you think it is easier to live in another country today than it was 100 years ago? Why, or why not?
2. What is a diaspora population? How have they grown?
3. How might being part of a diaspora population affect your identity?
4. Why do you think migrant and diaspora populations want to keep in touch with family and friends back home?
5. In pairs, discuss the ways in which communications technology has helped diaspora communities to stay connected.
6. In pairs, research some apps that can help migrant or diaspora populations to keep in touch.

ACTION LINKS

Choose a diaspora community in the country where you live (or a diaspora community elsewhere). Can you identify the ways in which communications technology helps them to build and maintain their community?

OTHER POINTS OF VIEW

'Without communications technology, diasporas would lose their sense of community.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

B2: TECHNOLOGY: OPPORTUNITIES AND THREATS

LEARNING OBJECTIVES

- You will find out about the opportunities and threats to communities posed by technology such as artificial intelligence.

SUBJECT VOCABULARY

amputee a person who has had the removal of a limb due to trauma or for medical reasons

artificial something that has been created by a human

bionics using mechanical and electronic systems to copy human and animal actions

LET'S GET THINKING

ARTIFICIAL ARMS

In 2014, a UK-based robotics company called Open Bionics® developed the world's first 3D-printed **artificial** arm for people who have lost an arm (for example, as a result of an accident) and **amputees** (who may have had their arm removed due to trauma or for medical reasons).



It is called the 'Hero Arm' and is an example of **bionics**, where body parts are replaced (or enhanced) by mechanical versions. The Hero Arm is an artificial hand which can fit children as young as 8 years old. Its movement is controlled by the person wearing it and it allows the user to carry out many daily tasks.

1. In pairs, think about how artificial limbs can help to change people's lives.
2. Using your own research, find out how 3D-printing works.
3. Look at the image. What sort of daily tasks do you think people with artificial limbs can do now?
4. In pairs, discuss the issues that might arise with having artificial limbs.

TECHNOLOGY OF THE FUTURE

Our lives have changed in many ways due to developments in technology. Artificial intelligence, bionics and robotics have all made great differences to the way people live.

ARTIFICIAL INTELLIGENCE

SUBJECT VOCABULARY

robots machines that are programmed to move and perform certain tasks automatically

Artificial intelligence (AI) is the theory and development of computers to make them think and behave more like people. The technology is designed to perform tasks that usually need human intelligence, such as decision making or understanding speech.

AI interacts with its environment, building on experience and learning from its mistakes. For example, smartphones rely on using AI. They use it to show you adverts for things you might like, based on the websites you visit and your online shopping history. Driverless cars and flight simulators both use AI. Farmers even use AI to monitor their crops and the weather in order to decide on the best treatments for growing crops. It is also used to teach **robots** to respond to people's needs.

AI OPPORTUNITIES FOR COMMUNITIES

AI has been developed to make our lives easier. It can provide many benefits and new opportunities for communities, such as:

- **new jobs and services** – people will need to be hired to design, develop and build AI, as well as maintaining it and fixing it if it goes wrong, so it creates new opportunities for work
- **efficiency** – AI can complete tasks (especially those that are boring or repetitive) more quickly and ignore irrelevant information, saving time and preventing mistakes from happening. For example, AI is being used in healthcare to help guide surgeons' instruments in difficult operations. 'Heartlander' is a miniature robot that is inserted through a small cut in the chest and used to map out the surface of the heart
- **safety** – AI can complete tasks in hostile environments, meaning that it can prevent people from being injured and save lives. A 'SmokeBot' is being developed to help firefighters and rescue missions. It collects data from dangerous situations, such as buildings that are on fire. It can 'see' through smoke, map out the area and work out risks like gas explosions
- **providing information** – using AI can help people to access information more quickly and easily (e.g. voice-activated AI, like Siri® on an iPhone® or Amazon's Alexa® personal assistant). This can help people who might have an inability to access information through traditional methods, such as a lack of literacy skills like writing, or physical challenges like blindness
- **tackling climate change** – AI can be used to collect data from the environment to combat the negative effects of climate change, like the Green Horizon Project (IBM®). This is an AI that creates weather and pollution forecasts to help cities become more efficient. The project helped Beijing in China to reduce its average smog levels by 35 per cent between 2012 and 2017.



FIND OUT MORE...

about technologies used to tackle climate change in Theme 4, D1: 'Technology and energy efficiency'.

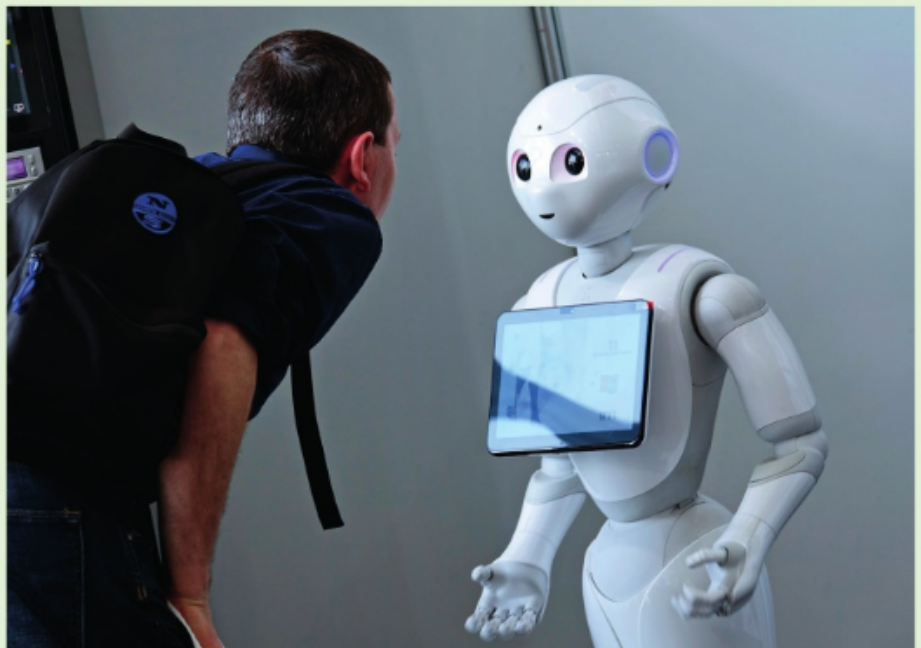
AI THREATS TO COMMUNITIES

Some people have concerns about AI. There are claims that AI might harm, rather than benefit, communities. For example:

- **causing unemployment** – as well as creating jobs, AI can also remove jobs. If work can be done more efficiently by AI, it means it could replace jobs done by humans. For example, the calculations performed by accountants can suddenly be done much more quickly and with possibly fewer mistakes by using AI
- **high costs** – developments in AI are moving so fast that it is expensive to keep up with new models or versions. For example, not everyone might be able to afford the latest gadgets and trends, or even artificial limbs in healthcare. This widens the inequality gap between those who can afford to use AI and those who cannot
- **lack of privacy and security** – AI collects data and information from the environment in order to learn and develop, but this can be at the cost of our own privacy. Companies that own the AI could use this data to find out more about our personal information, which can then be used for other purposes. For example, facial recognition systems can be used as a tool to track citizens. This concern has led to bans in certain cities, such as San Francisco in the USA
- **mistakes** – AI is designed and made by humans. This means that mistakes can happen in programming that might lead to undesired outcomes. One example is Microsoft's 'Tay'® AI chatbot. It was designed in 2016 to copy language used by Twitter users and interact with humans, yet it began sending offensive and racist messages. Microsoft had not programmed Tay to know what was inappropriate behaviour.

CASE STUDY: AI IN HEALTHCARE

Robot Pepper is a robot used in a hospital in Belgium to welcome people and direct them to their destination. It can recognise emotions such as joy and sadness. It can pick up on clues, like shifts in someone's voice and head movements. It can also speak 19 different languages and recognise a person's gender.



CHECK YOUR UNDERSTANDING

1. Brainstorm everything in your daily life that you think is controlled by AI.
2. How does AI help communities?
3. What are bionics? How do they help communities?
4. In pairs, discuss how communities might view technology such as AI and bionics.
5. In pairs, create a presentation on your choice of a new technology. Include:
 - a. what your technology is and when it was created
 - b. the positive and negative impacts of the technology on communities
 - c. your own opinion on whether it is useful or not, and why.

ACTION LINKS

Within your own community, explore the ways in which AI is being used to help people. You could focus on areas such as healthcare, education, retail, transport or communication.

OTHER POINTS OF VIEW

'If we make robots too clever, they will threaten the existence of humans.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.



B3: TECHNOLOGICAL THREATS

LEARNING OBJECTIVES

- You will find out how communities are threatened by identity theft, computer viruses and cyberterrorism.

LET'S GET THINKING

DON'T GET CAUGHT OUT!

Jared and Amira moved abroad for work a few years ago, and they mainly use their laptop to keep in touch with their family using Skype. They also use it for online shopping and checking their bank accounts. They did not always have time to go into town, and the local bank branch had closed down, so being able to do this online was very helpful.



One day, their phone rang, and a man told them their computer was under threat, but he would help them to fix it. They followed his instructions and thanked him for his help. But the next time they checked their bank account, it was empty. Without realising what they were doing, they had given the man access to their computer. They were victims of an online **scam** and were victims of a crime known as **cybercrime**.

SUBJECT VOCABULARY

cybercrime a crime committed over a computer or network

scam an illegal plan to make money, which usually involves tricking people

1. Why is the laptop important to Jared and Amira?
2. Why do you think they were tricked by the online scam?
3. Why might it be difficult for them to get their money back?
4. What could be done to protect people or prevent scammers getting access to people's computers?

SUBJECT VOCABULARY

computer viruses programs made to harm a computer system. They spread by duplicating and attaching themselves to files

cyberattack when criminals illegally access computers or networks to steal, destroy or disrupt data

ransom when a fee or sum of money is demanded

SUBJECT VOCABULARY

cryptocurrency a form of money that only exists digitally

cyberterrorism the use of computers and technology to cause fear and disrupt society

ransomware a type of software that blocks a computer system until a sum of money is paid

SUBJECT VOCABULARY

identity theft the illegal use of someone's identity to commit fraud (e.g. buy things or obtain money illegally)

phishing when emails or messages are sent that trick people into giving their personal information

CYBERCRIME

Advancements in technology have improved our lives in many ways. Many of us use electronic devices and the Internet on a daily basis, whether it is for work or leisure. This means that personal information – such as our name, date of birth, where we live – may be saved online or on the device. There are people who would like to use this information for their own personal gain, committing crimes like **cyberattacks** to get it.

Hackers may try to steal money from our online banking accounts or hold businesses to **ransom** when they hack their software systems with **computer viruses**. This means that the hackers will keep the stolen information and only return the data to the business if a sum of money is paid to them.

The threats can be unpredictable and unexpected. It can be very difficult to track those responsible across national boundaries, as people can commit cybercrime from anywhere in the world.

CYBERTERRORISM

Cyberterrorism is the use of the Internet to commit threatening acts that result in harm. It can be very disruptive for political organisations and businesses. For example, in 2020 Honda® had to shut down its car-manufacturing plants and stop all customer services when its computer systems were brought to a halt. Plants were affected in Japan, North America, Turkey and Italy.



The **ransomware** used to attack Honda appeared to be a development of the SNAKE family. This type of software attacks the entire system rather than just individual workstations. As a result, it does a lot more damage. It takes businesses longer to operate as normal again.

It is suspected that the people behind the viruses demand a ransom in **cryptocurrencies** like Bitcoin, so they receive the money but it cannot be tracked.

COMPUTER VIRUSES

A computer virus changes the way your computer works without your knowledge. Once it is in the system, it will spread and infect the files on your computer so it becomes unusable. It can be sent in different ways (e.g. downloading infected files from the Internet or by email).

There are many different types of computer virus and they change all the time as people create new ones. They cause a lot of damage to individuals as they can corrupt important files, but they also cause economic damage to businesses. It costs money and takes time to fix issues caused by viruses. There is antivirus software available to stop viruses from accessing computers.

IDENTITY THEFT

Identity theft is when someone gains unauthorised access to your personal details. They can then use this information to pretend to be you and buy things, steal money, or apply for important documents like passports. It can happen in a variety of ways, such as hacking into your computer network or through **phishing** scams.

SUBJECT VOCABULARY

digital footprint the information that exists about a person on the Internet as a result of their online activity

TAKE CARE!

Cybercrime can be carried out by anyone from anywhere in the world. Countries' borders do not stop these Internet activities. It is very difficult to pass laws to stop them because the criminals are hard to catch. Their **digital footprint** can sometimes be untraceable due to a lack of physical evidence. Even if the criminal is caught, they might be difficult to prosecute as they could live in a different country.

Despite this, countries and communities still try to protect themselves. For example, US Cybercom in the USA was created to tackle cybersecurity threats. Workplaces also have training programmes to help employees become aware of security threats. Special insurance can also be offered, which could help cover investigation costs or money lost.

CHECK YOUR UNDERSTANDING

1. Why can it be difficult to catch criminals who commit cybercrime?
2. How could your life change if you experienced a cybercrime?
3. Using your own research, look up the organisation WikiLeaks. How might this organisation offer both positives and negatives to a community?
4. Why do you think celebrities or government officials are often targets of cybercrime?
5. What problems will occur if someone steals your identity?
6. In pairs, discuss how communities might be affected if cybercrime occurs?
7. In pairs, create a poster showing the dangers of cybercrime. Offer advice on how people can protect themselves against these threats (e-safety).

ACTION LINKS

Research any examples of cybercrimes that have taken place where you live. What happened? What do you think the effect was on the person or business?

OTHER POINTS OF VIEW

'It is more important to stop cybercrime than other criminal activities.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

C1: CAMPAIGNS AND TECHNOLOGY

LEARNING OBJECTIVES

- You will find out how communications technology helps to raise awareness about issues using online campaigning.

SUBJECT VOCABULARY

activism the action of campaigning to raise awareness about an issue

digital revolution the advancement of technology used in everyday lives

petition a document signed by lots of people asking for action on a topic or issue

LET'S GET THINKING

CLICKTIVISM

Online **activism** (also called 'clicktivism') is part of the **digital revolution**, where communications technology has helped to bring about social change. Going online can help groups to organise campaigns by providing information, launching **petitions** and using hashtags to raise awareness about their issues. People can now get their political opinions out into the world at a faster rate.

After Donald Trump was elected as US President in 2016, his view that climate change was a 'hoax' angered many people. There was a conversation on Reddit® (a US website hosting social news and discussions), which brought people together on this issue. People used social media platforms to express their anger but also to try and influence the government on how they address the issue of climate change.



This action online resulted in 1.07 million people turning out worldwide to protest in the 2017 March for Science. It was an event that asked politicians to accept that climate change is happening. People said that the ability to network online allowed them to learn about climate change gatherings, discuss the issues and aim to make a difference.

- How can going online help campaigns grow?
- How do citizens participate in online campaigns?
- Why are people's opinions being heard worldwide?
- In pairs, discuss why people gathering in protest can make a difference in society.

SUBJECT VOCABULARY

digital campaigning a method of campaigning using the Internet

FIND OUT MORE...

about campaigning in Theme 1, D4: 'Campaigning for international law' and Theme 2, B4: 'How can we help?'.

ONLINE CAMPAIGNING

When a particular issue attracts attention and grows in popularity, it can turn into a campaign. This is when a group of people work together in order to fulfil a goal, whether it is to raise money for a cause, increase awareness about an issue like climate change or even put pressure on governments to change the law.

Communications technology has enabled people around the world to share their views and opinions on issues at the click of a button. Social media has led to **digital campaigning** becoming an effective way for organisations and charities to communicate with their audience.

Traditionally, campaigning has often been done in person (e.g. knocking on people's doors to discuss the campaign; giving out leaflets with information about the campaign; asking people to sign petitions to show their support). Communications technology means that this can now be done by calling potential supporters, signing online petitions or providing webinars to inform people about the cause or issue. This can be more effective because organisations and charities can reach more people around the world, not just locally, and much more quickly. Social media can also be more cost-effective, as it is free to set up an account and share content, compared to more traditional printing methods, which cost money to produce. Social media campaigns are not limited to single countries, so campaigners do not necessarily have to travel, saving both time and money.

CAMPAIGNING TO MAKE A DIFFERENCE

There are all sorts of ways that individuals and organisations can use communications technology effectively, such as through social media platforms like Facebook, Twitter and Instagram®. However, many also use online campaigns to raise awareness and promote positive messages about local and global issues. Here are some examples:

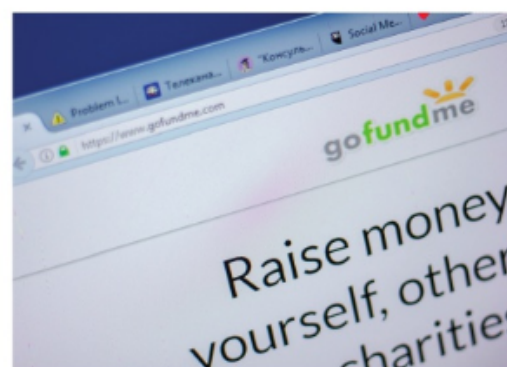
- **Discrimination:** UNICEF launched a social media campaign called #ThisAbility to promote awareness of children with disabilities. The campaign found that more than one-third of the world's countries are failing to provide adequate resources and services, leading to many children feeling excluded from participating fully in society. Through this campaign, UNICEF hopes that it will turn into action and that countries will sign the Convention on the Rights of Persons with Disabilities.
- **Gender equality:** UN women launched the movement HeForShe in 2014 in order to promote gender equality throughout the world. Volunteers for HeForShe use social media to raise awareness about gender equality. It has launched many online campaigns, such as #YearOfMaleAllyship in 2020. This aimed to create a global movement by using social media to promote men's stories about why gender equality matters to them. People can take photos of themselves holding a sign with #HeForShe, adding a comment about why gender equality matters to them, before posting it on social media with the hashtag.



#HeForShe

■ Fundraising for local issues:

GoFundMe is a crowdfunding platform that allows people to raise money for specific events. It allows someone to share their fundraising goal and specific campaign story and they can share this with friends and family through emails, text messages or social media. Donations are then given online. People can easily use social media to raise awareness about the issues that matter to them or their communities on a local (rather than global) level.



These examples show how social media is used to spread awareness about various issues quickly and reach a global audience. The importance of communications technology has become even more prominent since globalisation. As people move and travel more, social media can keep us connected while informing us about issues that affect other people in different parts of the world as well as our own.

CHECK YOUR UNDERSTANDING

1. How is activism promoted through communications technology?
2. What is digital campaigning? How does it help to raise awareness about issues?
3. In what ways do you think social media can help charities?
4. In pairs, discuss how effective social media can be for changing people's mindsets. Do you think social media has an impact on your opinions?
5. How would you measure the success of a social media campaign?
6. Doing your own research, find out if there are any negatives to online campaigns. Did they lead to anything negative? If so, how?

ACTION LINKS

Select a charity or organisation and find out how it uses social media to raise awareness about an issue. What are its objectives? How successful do you think it is?

- Investigate how many social media accounts they have and their number of followers.
- Do they get much response from the public? If so, what are the public's opinions/actions?

OTHER POINTS OF VIEW

'Face-to-face interaction is more effective for campaigning than communications technology.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

C2: TECHNOLOGY AND VOTING

LEARNING OBJECTIVES

- You will find out how communications technology is used in democratic elections.



SUBJECT VOCABULARY

charismatic a quality where a person has a special ability to naturally attract people to get attention and influence others

poll a study where people are asked their opinions about a topic or a person

LET'S GET THINKING

A NEW WAY OF CAMPAIGNING



Barack Obama was a junior state senator who started campaigning in 2007 to become the next US President. In 2008, he was officially nominated by his party – the Democrats – to run for the position.

He was young, with less experience than his Republican rival John McCain, yet he was considered by many citizens in **polls** to be likeable and **charismatic**. Obama won the US election in 2008 – but how did he do it?

There were many factors that led to Obama's victory, but a major one was the way his campaign team used social media to their advantage. They used it to raise money and engage with a younger audience by releasing online content about the campaign.

The campaign team also created a new social-networking website called MyBO, which became a tool to organise supporters for Obama. Volunteers could sign up to the 'Neighbour-to-Neighbour' tool, which helped them to communicate online with people very quickly and gain more support for Obama. They could also use the 'online call' tool to call people using laptops, to engage with social activities, such as sign making and petitioning, and discuss their political opinions and support for Obama with the MyBO online community.

1. Why do you think the social media campaign helped Obama to win the election?
2. How did Obama's campaign attract younger people?
3. Who do you think communications technology influences more in elections: citizens or politicians? Give reasons for your answer.
4. In pairs, research some more examples of how communications technology has been used in elections. How has it influenced people's opinions?

GETTING THE VOTES

Politicians can use communications technology as a very powerful, political tool. For example, social media enables them to discuss their opinions on policies, issues and current affairs quickly, easily and with many different people all over the world – but, most importantly to them, their electorate. They can target different audiences, collect data about citizens and make sure that people register online so they can vote.

Social media involves citizens more closely with the democratic process as they have easier, quicker and closer access to politicians than ever before. It allows a flow of information between politicians and citizens, especially during the election process. This might be about the politician, their policies or campaigns.

Political campaigns use communications technology to get support from the people during elections and secure votes. They do this in a number of ways:

- **Live videos:** Rather than wait for news channels to broadcast, posting videos on social media means politicians can break their own news instantly and have live conversations with a wider audience. For example, live streaming on Facebook or Instagram allows politicians to chat with both voters and non-voters. This also keeps the public frequently updated on current situations or crises. They can use online polls about particular issues to find out what voters think and get their feedback.
- **Cross posting:** Politicians are increasingly using multiple social media platforms to address their younger audience, especially those who are interested in activism. A politician can share their social media posts on multiple platforms at the same time (e.g. Facebook, Instagram, Twitter, Snapchat®) and this raises awareness and spreads messages to voters quickly. It means citizens can also reply to their posts on the social media platforms that they use.
- **Advertisements:** Politicians can pay platforms to advertise political campaigns to spread awareness and increase their popularity. Advertisements could also be used to ask citizens for donations to help fund campaigns and make them more successful.
- **Online voting registration:** Voters can now use their smartphones, computers or tablets to register their vote for an election online. This is easier and quicker than traditional methods of paper registers and might provide the opportunity for people who live in remote areas or do not have the time to vote to do so. Therefore, it might mean more people in the population as a whole will vote.



FIND OUT MORE...

about voting in Theme 1, A1: 'What is democracy?'

POTENTIAL ISSUES

As communications technology is being used more and more during the democratic process, there are some issues that can arise:

- **Privacy:** Politicians may struggle to keep their personal life private from the wider community. People might judge what they do and decide not to vote for them on a personal, rather than political basis. Citizens might also lack privacy as their personal data (e.g. age, gender, where they live) is often collected from social media sites for politicians to use.
- **Hacking:** Communications technology has also led to 'hacktivist' groups being established. These are online activist groups, such as Anonymous, who break into computer systems for a cause. They aim to expose politicians in order to threaten their position in power, informing the people of a politician's possible motives.
- **'Fake news':** People are able to create fake stories, blogs or posts about politicians and political parties online. This can influence peoples' opinions even if the news turns out to be fake.

Communications technology has played a huge role in the democratic process as both citizens and politicians are constantly spreading information and sharing their opinions. However, not everyone has access to communications technology and are therefore not represented (e.g. the elderly or less wealthy citizens). To overcome such issues, those with access to communications technology have tried to act on their behalf. For example, during the US election 2020, A Poor People's Campaign enabled those in low-income areas to have a voice. The campaign ran a virtual town hall to help them. In the UK, Citizens UK runs online campaigns to ensure the views of those living in care homes are heard.

FIND OUT MORE...

about hacking in Theme 4, B3: 'Technological threats'.

CASE STUDY: NEWS FOR KIDS

It is important not to forget about children during political campaigning. As more children use the Internet than ever before, child-friendly websites now allow children to find out real news in a simple way.

NewsForKids.net includes live videos, debates and protests that occur throughout the world.



CHECK YOUR UNDERSTANDING

1. How can communications technology help politicians in their election campaigns?
2. In pairs, discuss whether or not you know about political campaigns that are happening currently. If so, how do you know?
3. Research some politicians who use social media. Do you think they are popular? How can you tell?
4. Why is it important that all people are included in the election process?
5. Create a poster showing the main advantages and disadvantages of using communications technology during elections. Present your poster to the class.

ACTION LINKS

Research political campaigns that have happened in your country (or a country of your choice). To what extent was communications technology used during the campaign? Check different social media platforms or websites to find evidence.

OTHER POINTS OF VIEW

'Political campaigns are most successful when they use communications technology.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

C3: CENSORSHIP AND BIAS

LEARNING OBJECTIVES

- You will find out how governments can control their citizens' access to communications technology.

SUBJECT VOCABULARY

censorship to limit (or prevent) access to information and expression of thought

LET'S GET THINKING

THE TRUMAN SHOW

The Truman Show is a film made in 1998. It tells the story of how Truman Burbank has grown up and lives in a fake town of full of actors. The town is within a giant dome with a high-tech sun and sky, and the weather is controlled by a special effects team.

Truman is watched by the entire world on television without him ever knowing. Truman's life is entirely **censored** as any information about the real world is completely blocked out. He is unknowingly controlled by the creators and stars of the show.

Many people have interpreted the film differently. Some people find similarities today between the film and the way the media, businesses and governments have the ability to control our everyday lives.



1. Why do you think *The Truman Show* has been interpreted differently in recent years?
2. How do we know that Truman's life is censored?
3. What human rights do you think are being violated for Truman?
4. In pairs, discuss how this film might represent how we are controlled today by the media, companies and the government.

CENSORSHIP: WHY DOES IT OCCUR?

Censorship is a form of limiting (or preventing) people from accessing information and from having the freedom to express themselves and their ideas. This might be by controlling the things that people see and read – whether in print or online – or preventing people from communicating their thoughts and opinions to anyone else.

FIND OUT MORE...

about autocratic systems in Theme 1, B1: 'Different political systems'.

SUBJECT VOCABULARY

communist a political system that promotes public ownership and communal control

journalists individuals who gather, assess and present news and other information

surveillance the careful watching or monitoring of a person, group or organisation

SUBJECT VOCABULARY

elite a group in society who have the most power, control and money

There are many different perspectives on censorship and how it affects people's freedoms. Some of the most censored countries include autocratic countries like Cuba and North Korea.

CASE STUDY: CENSORSHIP IN CUBA

Since 2017, Cuba has expanded its access to mobile and Wi-Fi Internet, but it is still the most restricted country in the Americas. The one-party **communist** state controls the print and broadcast media. Laws are in place to ensure that only state-approved messages are communicated by the media. A referendum in 2019 failed to loosen media restrictions.



While 2.5 million Cubans are now using the 3G network, there is a state-owned service provider known as ETECSA, which blocks content it does not approve of. It restricts access to websites such as blogs and news platforms that might criticise the state. The Cuban government aims to protect the Cuban people from being exposed to negative influences from the media. The government has been said to target critical **journalists** through **surveillance**, home raids and equipment seizures.

CASE STUDY: CENSORSHIP IN NORTH KOREA

Nearly all of the content of North Korea's news comes from the Korean Central News Agency (KCNA), which focuses mostly on the totalitarian leader, Kim Jong-un's statements and activities. Article 67 of the country's constitution includes freedom of the press but KCNA is highly restrictive in its coverage of foreign news. Many international journalists have been denied entry, imprisoned or expelled from North Korea.



The political **elite** are the only members of society that have access to the global Internet. Kwangmyong is a tightly-controlled Internet that some North Korean schools and institutions use.

There has been evidence of smuggled foreign media brought into the country, but radio signal blockers and detectors have been built to stop people from sharing information. North Korea's main mobile network, Koryolink, does not allow foreign content to be accessed. The official reason given for restricting Internet access is to limit outside influences that may have harmful effects on North Korean society.

SUBJECT VOCABULARY

bias a preference for a person or one point of view over another, allowing personal opinions to influence a judgement

BIAS: A MEANS OF INFLUENCE

Bias is a preference for one point of view rather than another. It may be justified (having a good reason) or unjustified. This is why you should not believe everything you read or hear, as you might only be shown one side of the story.

Journalists who write articles or broadcast media online can show bias in all sorts of ways. They might only show the positive (or negative) side of a particular person or issue. This may happen because a media owner supports one point of view or a political party and wants the news to reflect this.

Advertisers can also influence what you see. They pay lots of money for space or time in the media. They do not want critical reports of their products or services because that would negatively affect their business. The information they spread will only be positive about them. Therefore, this information will not always reflect the truth.

Bias is dangerous because it can mislead people. If information is exaggerated or if the truth is changed to suit certain beliefs, it can become inaccurate. For example, 'fake news' is causing problems because it is being presented as the truth in a way that can make it difficult to know that it is false.

It is always important to check the source of information in order to decide whether it is likely to be biased. In most countries where there is 'freedom of the press', there are likely to be several news outlets with different points of view. Knowing their different points of view will help you to decide how the material you are reading might be biased.

WATCH OUT FOR BIAS!

When we read information such as an article or an advertisement, we must consider the following points:

- Who wrote it?
- Is the content biased or balanced?
- Is the coverage adequate?
- Is it up to date?
- Is it trying to inform or persuade?
- Is the source verified?



CHECK YOUR UNDERSTANDING

1. What is censorship?
2. Is there a link between democracy and censorship?
3. What reasons do autocratic states give for limiting citizens' access to the Internet?
4. How can communications technology be censored? Give some examples.
5. Why is freedom to use communications technology important for democracy?
6. What is bias? Why can it be dangerous when using communications technology?
7. In pairs, find one example each of how media is biased and discuss your results.

ACTION LINKS

Listen to a local radio station or news channel. How much do you think it helps to inform you about what is happening both locally and globally?

OTHER POINTS OF VIEW

'An Internet with limits is better than no Internet at all.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

D1: TECHNOLOGY AND ENERGY EFFICIENCY

LEARNING OBJECTIVES

- You will find out about energy-efficient technology that has been made in order to respond to climate change.

LET'S GET THINKING

SMART PLUGS

There are many electrical devices that we use every day for different purposes, such as mobile phones, computers, televisions and home appliances like refrigerators. They need electricity to power them, so they are either plugged into a socket (like a television) or require a charger (like a mobile phone). When electrical devices are left plugged in, they are still using electricity even if they are on standby or fully charged. This means that more electricity is being used than necessary, which is a waste of energy. It also contributes to the negative effects of climate change, as electricity is mainly still produced by burning fossil fuels like coal.



Smart plugs have been designed in an attempt to stop this energy waste. They work like normal plugs, but are controlled using technology like your smartphone or tablet. They can be turned on or off automatically at set times to reduce the amount of electricity used. It can be done remotely, so you can easily control the smart plugs even when you are out of the house. This technology can help us to live more sustainably as using less electricity on a global level can help to tackle the negative effects of climate change.

1. Why should we turn off electrical devices when we are not using them?
2. What are the advantages of using smart plugs?
3. What effect do you think **not** using a smart plug will have:
 - a. on your carbon footprint
 - b. on climate change?

OUR WORLD'S ENERGY USE

We live in a world where technology is constantly evolving. New devices are being designed to make our everyday lives a little bit easier. But with our growing demand for technology, we also demand more energy supply, such as electricity, which is harmful to the environment.

The world's energy consumption has increased drastically. Countries in North America and Europe have been the highest consumers in the past, but now it is those in the Asia Pacific regions. A large proportion of this energy comes from fossil fuels such as coal, oil and gas, and this has led to a global increase in CO₂ emissions.

FIND OUT MORE...

about the causes of climate change in Theme 2, C1: 'Climate change: the causes'.

SUBJECT VOCABULARY

green technology a sector that focuses on developing sustainable products and methods to limit our impact on the environment

However, renewable sources of energy for electricity also increased globally by over 7 per cent in 2018 (IEA) and energy efficiency helped limit the amount of CO₂ going into the atmosphere. Switching to renewable sources helps to reduce the effects of climate change.

Energy-saving technologies also aim to reduce the amount of energy used to perform a particular task. We can save more energy by simply turning off devices or appliances when not in use or switching to energy-saving technologies that can be found in our home appliances such as kettles, toasters and washing machines.

ENERGY-SAVING TECHNOLOGY



Energy-saving technologies are examples of **green technology**. Green products and methods aim to limit our impact on the environment, including the negative effects of climate change. For example:

- **Energy monitors:** They calculate the total amount of energy that household appliances use and create a report. They tell you when you have wasted energy so that you can make lifestyle changes and save money on your energy bills.
- **Eco showerheads:** They aim to reduce the amount of water used in the shower by combining high pressure and air. They have a regulator built in to ensure that the water flow is limited, reducing the amount of water wasted.
- **Smart lighting:** Light-Emitting Diode (LED) lights are 80 per cent more efficient than traditional lightbulbs and can last up to 100,000 hours more. They can be controlled by using a remote control or smartphone.

Manufacturers are continuously coming up with new and innovative ways to increase energy efficiency within our homes and buildings. This is leading to towns and cities becoming more energy efficient.

CHANGING TECHNOLOGY IN TOWNS AND CITIES

Energy used by buildings and various types of transport – such as cars and buses – all emit (give out) greenhouse gases. We can make a significant contribution to reducing greenhouse gas emissions by reducing our energy use and by investing in more energy-efficient resources. We will explore some of the strategies that countries are using to become more energy efficient.

SUBJECT VOCABULARY

ecological footprint measures the demands made by a person on natural resources

CASE STUDY: DUBAI – A SUSTAINABLE CITY

In 2006, the World Wide Fund for Nature (WWF) claimed that the UAE had one of the largest **ecological footprints** in the world. Since then, the UAE has invested heavily in green technology and, as a result, it is expected to have one of the smallest footprints by 2050.



Dubai, in particular, has started to transform by creating its own 'sustainable city', which is home to 2,700 residents. It is energy efficient in a number of ways:

- spacious villas that have double-glazed windows
- a sustainable mosque which has been designed to minimise water and energy consumption. It also prevents thermal heat gain, has LED lighting and high-efficiency air conditioning systems
- a school that uses solar power for all its energy needs, like recycling water for agricultural use, and separates and recycles waste
- a solar car park that provides car parking for residents which is shaded by solar panels. The energy produced is then used to power the city.

CASE STUDY: ZERO-CARBON HOMES



SUBJECT VOCABULARY

zero-carbon home a house that does not increase the amount of greenhouse gases, such as carbon dioxide (CO₂), in the atmosphere

FIND OUT MORE...

about the solutions to climate change in Theme 2, C4: 'Managing growth and the environment'.

Zero-carbon homes can help to reduce the amount of greenhouse gases that are emitted when constructing houses and running homes. They are houses that do not use fossil fuels to provide heating and electricity. They are well insulated, and often have solar panels, thermal heat pumps and even glass that generates electricity.

At the Global Climate Action Summit in 2019, a 'Net Zero Carbon Buildings Commitment' was made to challenge companies and cities to reach net zero emissions by 2030. These energy-efficient measures could reduce global emissions by 48 per cent – with 43 per cent of this coming from buildings.

CHECK YOUR UNDERSTANDING

1. Why is there a need to reduce our global energy consumption?
2. How do more energy-saving technologies help to tackle climate change?
3. Apart from reducing a person's carbon footprint, how do energy-efficient appliances help the consumer?
4. Using the information here and your own knowledge, research the different ways energy can be saved in buildings and towns.
5. In pairs, create a poster page advertising Dubai's sustainable city. Use the information above but also do your own research.

ACTION LINKS

Research how energy efficient the country where you live is (or a country of your choice). Do you think it is as energy efficient as other countries? You could investigate buildings (e.g. school and home), transport systems and waste management.

OTHER POINTS OF VIEW

'Only wealthier countries can afford energy-efficient technologies, so climate change will never be stopped.'

How far do you agree with this view?

Give reasons for your opinion, showing that you have considered different points of view.

D2: FOSSIL FUEL ALTERNATIVES

LEARNING OBJECTIVES

- You will find out about new energy technologies and the associated local issues.



LET'S GET THINKING

ENERGY-EFFICIENT ICELAND

Reykjavik, the capital of Iceland, is one of the most energy-efficient cities in the world. It has plenty of natural features and renewable resources that it uses to help save energy by investing in new technologies.



SUBJECT VOCABULARY

carbon neutral when carbon emissions are zero or when emissions are balanced out by saving carbon elsewhere

geothermal power the production of energy using the internal heat of the Earth's crust

hydropower (or hydroelectric power) electricity produced from generators driven by turbines. These turbines convert the energy from falling water into electricity

Due to its location, Iceland is a country with many volcanoes and hot springs, which it uses to provide **geothermal power**. This is where the heat generated by the Earth is extracted by pumps to provide heating and electricity to homes. The country also has rivers flowing from the glaciers around Iceland, which it uses for **hydropower (or hydroelectric power)**. This is made by using the force of moving water to create electricity. In 2015, renewable energy provided the country with almost 100 per cent of its electricity, which included about 27 per cent from geothermal power and 73 per cent from hydropower.

Both of the examples are renewable resources. The heat and moving water are resources that can be used repeatedly without running out, since they are naturally replaced. This enables Iceland to provide its citizens with a sustainable way of living.

Iceland aims to be **carbon neutral** by 2040 by preventing towns from expanding too quickly and encouraging cycling, walking and public transport use. The government wants to invest in building more bicycle paths and electric car charging points.

1. How is Iceland making use of its location for energy?
2. Why is the energy generated in Iceland renewable?
3. In pairs, discuss why it is a good idea for Iceland to invest in new energy technologies.
4. Using your own research, find out how other countries are using natural resources and investing in new technologies to provide renewable energy.

WHY DO WE NEED ALTERNATIVES TO FOSSIL FUELS?

New energy technologies are being developed as alternatives to fossil fuels because they will help to reduce the negative effects of climate change. Globally, the reliance on using fossil fuels has contributed to the emission of greenhouse gases that are slowly warming the Earth. Switching from coal- and oil-fired systems to more renewable sources of energy, such as geothermal power or hydropower, can prevent further damage to our global environment.

SOLAR ENERGY



Solar energy is the light and heat from the sun used to generate power like electricity. It is a renewable resource that does not damage the environment since it does not release anything into the air. Solar panels can be built onto the tops of buildings to produce electricity and heat up water.

In 2018, the worldwide use of solar energy grew by more than 30 per cent. Governments in many countries have offered financial **incentives** to persuade people to install solar equipment. For example, the government in Singapore has offered more money to renewable energy building solutions.

However, solar panels are very expensive to buy and install, so it might be a challenging investment for developing countries. They can also be unreliable, as solar panels depend on sunlight hours. They will not work if it is too cloudy or during the night, unless there is a good storage device like a battery. But the batteries contain **lead** and need to be recycled properly, otherwise they can cause health problems. For example, in India, due to the rise in solar power use, there has been an increase in the number of people with lead poisoning, which can be fatal.

SUBJECT VOCABULARY

incentives rewards put in place in order to encourage someone to do something

lead a useful metal that is used in batteries but is extremely toxic

WIND POWER



Wind power is using the wind to provide energy. The wind turns mechanical turbines, which power the generators that make electricity. In 2019, wind power capacity grew by 19 per cent compared with the year before, making it one of the strongest years for the industry. There has been a huge investment in wind power in both China and the USA.

Wind turbines can usually be found in huge wind farms. They can be located onshore (on land, e.g. in Northern Spain) or offshore (in the sea, e.g. in Indonesia). Wind power is a relatively affordable form of renewable energy and it produces no air or water pollution.

But as more countries choose to invest in wind farms, there are protesters who object to their construction. For example, anti-wind farm activists in the Netherlands claim that wind farms are a form of visual pollution, are very noisy and have a damaging impact on the ecosystem. In 2018, Dutch fishermen led a protest on their fishing boats to discourage the wind farm developments. They argued that the equipment disrupts marine life in the environment, which could threaten the supply of fish and therefore their livelihoods.

NUCLEAR POWER



Nuclear power does not pollute the air or emit greenhouse gases, so it is considered as a sustainable alternative to using fossil fuels. About 10 per cent of world energy output is generated by nuclear power. It is very reliable as a source of energy and does not rely on the sun or wind. It also can produce a huge amount of power and supply electricity for large regions.

SUBJECT VOCABULARY

radioactive producing energy by breaking up atoms (the smallest units of a chemical element) in a material

FIND OUT MORE...

about renewable energy in Theme 2, C4: 'Managing growth and the environment'.

However, there are health and safety concerns about using nuclear power, especially after disasters such as the 2011 Fukushima Daiichi nuclear power plant disaster in Japan. A major earthquake and tsunami led to a nuclear explosion and high **radioactive** release at the plant. This caused everyone who lived within a 12.5 mile radius of the area to be evacuated and air travel around the area to be suspended. The disaster highlighted the serious dangers of using nuclear energy.

The development of new nuclear reactors is often unpopular with local populations. There is a concern that they could be hazardous to health and the environment, which may come from the effects of accidents that have happened at nuclear power stations. They are also expensive to build, and they produce nuclear waste, which is expensive to dispose of because it remains radioactive for a very long time.

CHECK YOUR UNDERSTANDING

1. In pairs, discuss why countries should invest in new energy technology.
2. Why is solar energy efficient for homes?
3. Why would solar energy be inefficient for someone living in northern Canada or northern Russia?
4. How is wind power being used to meet our global energy needs?
5. How does the construction of wind farms disrupt local communities?
6. In class, create two teams. One team will support the construction of a nuclear power station, the other will be against it. Form your arguments and have a debate.

ACTION LINKS

Research how much energy in the country where you live comes from fossil fuels and from renewable energies, such as solar, wind or nuclear power. Based on your research, do you think your country's energy is sustainable?

OTHER POINTS OF VIEW

'Only renewable energy should be used from now on.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

D3: NEW TECHNOLOGIES

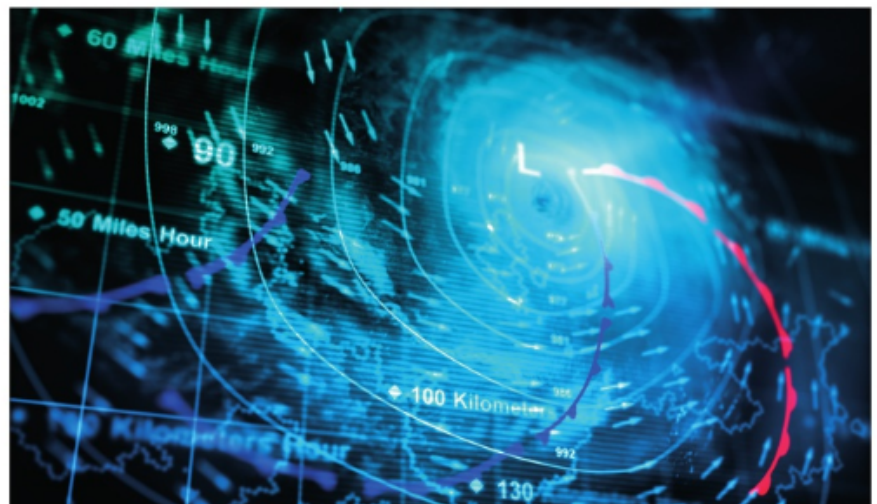
LEARNING OBJECTIVES

- You will find out how new technologies have been created to tackle or adapt to climate change.

LET'S GET THINKING

WHAT'S THE WEATHER LIKE TODAY?

'It will be largely cloudy in the north-west today, with a medium risk of extreme flooding because of climate change' This could be what our weather forecasts sound like in the future.



SUBJECT VOCABULARY

meteorologist a person who studies the weather

Meteorologists have been developing new ways to forecast the weather through a service known as Copernicus. The program uses advanced mapping and satellite data in order to raise awareness of extreme weather events. The service is available to intergovernmental organisations and businesses that are concerned about the effects of climate change on society. The wider population can also access the Copernicus website and receive regular updates on forecasts.

1. Why is technology so important for meteorologists?
2. How are meteorologists adapting to climate change?
3. How can weather forecasting help people to prepare for the effects of climate change?
4. In pairs, discuss how society might have to adapt to more frequent and intense weather, such as storms.

SUBJECT VOCABULARY

carbon capture and storage (CCS)

a way of capturing CO₂ from the atmosphere and storing it underground

WHAT CAN TECHNOLOGY DO?

Adapting successfully to climate change will depend on how technology can evolve to help us. Changing our lifestyles or becoming more energy efficient might not be enough to tackle the increasing amount of greenhouse gases in the atmosphere. Many new technologies are now being developed to help us adapt to and cope with what the future might bring.

Carbon capture and storage (CCS) and flood barriers are examples of technologies that could help to reduce the climate issues we are facing.

CARBON CAPTURE AND STORAGE (CCS)

Carbon capture and storage is a technology being used to reduce the amount of CO₂ emissions in the air. It can capture up to 90 per cent of the CO₂ given off by industries and from electricity generation by fossil fuels. It works by separating CO₂ from the other gases being emitted by industrial processes. It is then transported to where it is to be stored. This is generally in old oil or gas fields, where the rocks can hold the CO₂. These are usually several kilometres below the Earth's surface.

According to the Global CCS Institute, there are currently 51 CCS projects around the world, with 19 officially operating and the rest in various stages of development (2019). The Americas have the largest number of CCS projects, with 24, followed by Europe (12), Asia (12) and the Middle East (3). So far, more than 260 million tonnes of CO₂ that has been emitted by people globally has been captured and stored.

However, CCS projects are extremely expensive to build in the short term. There is also the long-term issue of looking after the storage site. The aim is that CO₂ is stored for thousands or even millions of years, but a company working on the site might only be there for a few decades. If there is an accident and CO₂ leaks, it is not clear who is responsible for fixing it or paying the costs.

FLOOD BARRIERS

Flooding is an effect of climate change that threatens low-lying regions more than ever. For example, Kiribati is a Pacific island nation that is expected to be under water in the coming decades. It is only 6 feet above sea level, so rising sea levels are a big issue. The government has built sea walls and planted trees to prevent flooding and has even bought 5,000 acres of land in Fiji in case they need to relocate the population.

Other countries, such as the Netherlands, are building floating houses to tackle this issue. More than half of the Netherlands is at or below sea level, which means flooding is already a risk. Six artificial islands have been built on a lake in Amsterdam with floating houses called IJburg.



Flood barriers have also been constructed which can be just simple sealed units that protect doors. On a larger scale, towns and cities can be protected from rivers that flood regularly. For example, Venice, in Italy, has a mile-long system of mobile flood gates called MOSE, which shut off the city's canals from the sea during times of heavy rain or floods.

FOOD PRODUCTION

Food production is contributing to rising levels of greenhouse gases in the atmosphere. It is responsible for approximately a quarter of all global emissions, due to factors such as land use, crop production, livestock, fisheries and manufacturing within the supply chain. Animals (like cows and sheep) emit methane, which is a type of greenhouse gas. They also require a lot of land, which can lead to deforestation and fewer trees to absorb CO₂.



Meat substitutes that look and taste like meat, but are actually grown in a laboratory using vegetable proteins are an alternative growing in popularity due people's increasing concern for the environment. For example, Impossible Foods® is a company creating plant-based products to replace meat versions. It has worked with fast-food restaurants, such as Burger King®, to offer customers the option of ordering a plant-based burger. The company claims that to make their version, compared to a traditional meat burger, it requires 96 per cent less land and 87 per cent less water, as well as emitting 89 per cent fewer greenhouse gas emissions in the process.

FIND OUT MORE...

about food production and climate change in Theme 2, C5: 'Protecting and adapting to the environment'.

CHECK YOUR UNDERSTANDING

1. What sort of climate change threats can be helped by technology?
2. How might CCS help to reduce the effects of climate change?
3. What issues might CCS projects face?
4. How are regions around the world trying to protect themselves from flooding?
5. Do you think changing the way we produce food will help to tackle climate change? Why, or why not?
6. In pairs, discuss what you think the world might look like in 100 years due to climate change. You can include examples of countries you think might be at risk and the technologies that could exist.

ACTION LINKS

Think about how you could raise awareness in your own community about the need to act now on climate change. Can you give any advice on how to tackle or adapt to the effects of climate change?

OTHER POINTS OF VIEW

'It is too late to prevent climate change, so we must focus on adapting.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.



▲ Severe flooding in Texas

E1: SOCIAL MEDIA AND PERSONAL IDENTITY

LEARNING OBJECTIVES

- You will find out how social media affects people's identities in positive and negative ways.

LET'S GET THINKING

NASIM'S DAILY ROUTINE

Nasim wakes up every morning and before he gets out of bed, he checks Twitter on his smartphone. He scrolls through the content on the app to see if there are any new interesting tweets from the people he's following.

He then checks if his friends have sent him any direct messages on TikTok®. He watches a few funny videos that make him laugh. Later, on his way to school, Nasim checks the GoFundMe website to see if he has raised any more money on his fundraising page, as he is doing a run for charity.

Once he gets home, Nasim calls his older brother on FaceTime to see how he is getting on in his new job abroad. He then checks his Instagram and sees a picture of his friends hanging out at the shopping mall. He did not know that his friends were going today as they did not say anything to him at school.

1. Why do you think Nasim checks his phone first thing in the morning?
2. How do you think social media helps Nasim stay aware of what is going on around him?
3. In pairs, discuss the impacts that social media might have on Nasim's life.
4. Compare yourself to Nasim. Does your daily routine follow a similar routine? If so, how?



WHAT IS SOCIAL MEDIA?

About 3.96 billion people – more than half of the world – use social media. It is made up of a mix of websites and apps that allow people to create and share content online. Some of the most popular apps in 2020 included:

- | | |
|-------------|------------|
| ■ Instagram | ■ TikTok |
| ■ Twitter | ■ YouTube |
| ■ Facebook | ■ WhatsApp |



FIND OUT MORE...

about communities and identities in Theme 3, B2: 'Individual and community identities' and B3: 'Migration, identity and diversity'.

These platforms allow social networking, as people can communicate with each other and see what others are doing. As well as creating and sharing content, people can also share their ideas and opinions.

Social media changes at a rapid pace with new websites and apps being developed all the time. They differ in popularity depending on where you live in the world. For example, Sina Weibo® is one of the biggest social media platforms in China, while in Europe, it is Facebook.

As social media has become increasingly popular, there are now online communities that bring people together through shared common interests. Social media provides new opportunities for people to create or join an online community.

You could be a part of an existing group that also communicates online (such as a homework club with friends from school) or form a new group (for example, if you have recently moved to an area or if you would like to meet new people). Social media can help you to find others with shared interests, such as a local running group or sports team. People can even join online communities that cross national boundaries, such as online gaming, and interact with players from all over the world through games.

WHAT'S GOOD ABOUT SOCIAL MEDIA?

gives everyone a voice, making them feel valued and that their opinion counts

creates communities with shared interests, providing a sense of belonging

allows self-expression, meaning people can be themselves

promotes good causes and raises awareness of issues, enabling people to feel that they can actively help others

provides opportunities for work through posts about new jobs



helps people to keep in touch with family and friends to keep personal connections

shared information (e.g. the news) provides people with up-to-date knowledge, which helps keep personal and business contacts

helps to build business brands by advertising to attract more customers and earn more money

provides a place where people can find emotional and/or psychological support

WHAT'S BAD ABOUT SOCIAL MEDIA?

While there are many benefits to social media, there are also some drawbacks that can negatively affect the individual using it.



SUBJECT VOCABULARY

cyberbullying a form of online bullying through electronic devices such as computers or smartphones. It can occur on social media, messaging apps or chat rooms

safeguarding protecting people who could be hurt emotionally or physically. In relation to social media, there can be laws to help safeguard people online to protect them from harm

- **It can become addictive.** Social media alerts, such as new messages from a friend, can make it difficult to 'switch off' from using the technology. This can impact on or change your behaviour, such as your sleeping habits, whether that is not falling asleep early enough or keeping you awake worrying about it.
- **It can be inappropriate or offensive.** People might share harmful content or communicate in a way that can hurt others, like **cyberbullying**. It is easier to say things on social media than it would be face to face. This can be very upsetting to the person receiving the messages.
- **It can be time-consuming.** On average, people are using social media for 2 hours and 24 minutes per day, with the Philippines having the highest number of online users. While research is in its early stages, there is some evidence that people who spend a long time online are more likely to suffer from anxiety and stress disorders.
- **It can affect mental health.** Comparing your content to other people's might make you feel pressured to compete with others to keep up with popular current trends. It can lead to a feeling of inadequacy, especially if you cannot afford, for example, to buy designer brands or if there is a difference in your body image compared to others online. This, as well as the other factors explored above, can cause or worsen mental health issues, such as anxiety, loneliness and depression.

Social media can contribute positively to many people's lives. However, we must be aware of the drawbacks because, if it not used carefully, it can have negative effects. As communications technology develops and there is more **safeguarding** regulation, it will become a safer medium.

CHECK YOUR UNDERSTANDING

1. Why do you think social media is so popular today?
2. How can social media bring people together?
3. How can social media help people to maintain their personal identity?
4. To what extent can social media help people feel part of a community?
5. Do you think social media affects personal identity more in a negative or a positive way? Provide reasons for your answer.
6. In pairs, discuss the ways in which social media affects your own personal identities.
7. Create a poster showing the positives and negatives of using social media. Display them around your classroom.

ACTION LINKS

Do you have one or more social media accounts? If so, think about the ways you show who you are online. Is it different depending on your audience? Do you act differently online compared to real life?

OTHER POINTS OF VIEW

'Social media destroys our personal identities as we copy everything we see online.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

E2: SOCIAL MEDIA: RIGHTS AND FREEDOMS

LEARNING OBJECTIVES

- You will find out about rights and freedoms when using social media.



LET'S GET THINKING

NETZDG IN GERMANY

The NetzDG (or Network Enforcement Act) is a German law to help control social media providers. It came into force in 2017 and the aim was to stop hate speech and the spread of false information online. For example, if a person sees some possibly criminal content on a social media website and reports it, the provider must immediately send a report to the German police. If the content is identified to be unlawful, it must be deleted from the provider's website within 24 hours. If they do not delete it, the providers will be fined.



The law aims to protect social media users from criminal activity or offensive material. However, the law has been controversial. Social media providers are more likely to remove the content rather than risk being fined, so critics claim that this restricts people's right to freely express themselves. The other criticism is that it means the personal data of the person who posts any reported content goes straight to the police.

1. What is the aim of the NetzDG?
2. Why would the German government want to make the NetzDG?
3. Why might social media users be cautious when posting content?
4. Why might social media providers remove content?
5. Should discussion be allowed on social media, even if it might be offensive to some people? Discuss your thoughts in small groups.

FIND OUT MORE...

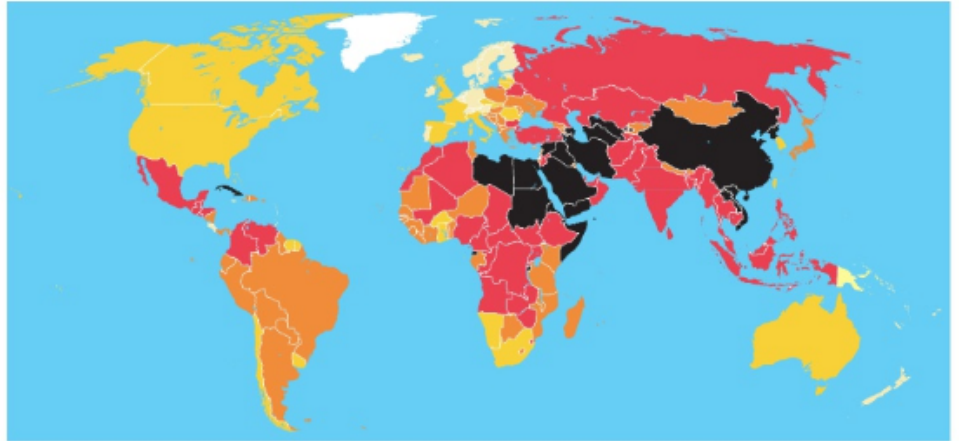
about control of the media in Theme 4, C3: 'Censorship and bias'.

FREEDOM OF SPEECH

Social media allows people to connect with billions of other users instantly. It can cross geographical, political and social boundaries. Globalisation also enables people to share different cultures, ideas and values as it encourages discussions on a global level.

Social media has acted as a platform for citizens to voice their concerns and opinions without being restricted. This provides users with the right to the freedom of speech. This is a right that is preserved in the UN's UDHR (Universal Declaration of Human Rights), but this level of freedom differs across the world.

A good indication of freedom of speech within a country is how free the press is to report news, stories and articles in the media. The Press Freedom Map, made by Reporters Without Borders (2020), shows which countries have a high or low score for press freedom. High-scoring countries include Norway, Jamaica and New Zealand, while lower scoring ones include Laos, Eritrea and Syria.



Key:

- From 0 to 15 points: Good situation
- From 15.01 to 25 points: Satisfactory situation
- From 25.01 to 35 points: Problematic situation
- From 35.01 to 55 points: Difficult situation
- From 55.01 to 100 points: Very serious situation

Freedom of speech and expression are important rights in many democratic countries. For example, freedom of speech is protected in the US Constitution under the First Amendment. In authoritarian countries, there is more state censorship and social media is more likely to be regulated.

There is a concern that such technology can also be used for surveillance, to identify citizens and silence them if they voice opinions that are not approved by the state. It means that citizens may no longer have a right to privacy. It also prevents people from being involved in online activism. According to a report by Freedom House (a US organisation supporting democracy), 47 out of 65 countries arrested users for political, social or religious speech online.

However, this censorship can help to protect citizens from the damaging effects of inappropriate material on social media. While it provides people with the opportunity to share their point of view, social media can also do a lot of harm. If the content offends, harasses or discriminates against people, it begins to diminish the rights of others. Trying to regulate social media remains a challenge.

FIND OUT MORE...

about freedom of speech in Theme 1, C4: 'Rights and freedoms'.

WHEN FREEDOM IS UNDER THREAT

Freedom of speech for users of social media can be restricted, not only in authoritarian countries but also in democratic ones too, as the two examples below show.

IRAQ

Iraq is a parliamentary democracy, but there are strict laws that limit citizens' freedom of speech. The laws are able to silence journalists and activists who try to comment on government corruption, economic conditions or any opinions not approved by the state. This restricts citizens' freedom of expression. For example, Haitham Sulaiman is a protest organiser who posted about corruption within the health department on Facebook in 2020. The authorities came to his house and warned him to stop. He was arrested days later for sharing false or biased information that threatened public security.



ITALY

Italy has one of Europe's lowest press freedom rankings. Reporters Without Borders claims that many journalists censor their material due to pressure from politicians.

When the media does appear to post information freely, it is often accused of posting 'fake news'. As more Italian citizens use social media to find out what is happening in the country, the government has said they are now being exposed to 'fake news' stories. In response, the government created a law that punishes anyone spreading 'fake news'. However, the UN has written to the Italian government stating that this is incompatible with freedom of opinion and information.



CHECK YOUR UNDERSTANDING

1. Why is freedom of speech important to a democracy?
2. How does social media enable freedom of speech?
3. In what ways have citizens and politicians created a better relationship through freedom of speech?
4. Why is it difficult to find a balance between free speech and causing offence?
5. Why do you think some countries restrict freedom of speech?
6. Should the legal system or social media providers decide what should appear on their platforms?

ACTION LINKS

Research today's news headlines online. Take note of what they are and underneath write your own view and/or opinion on the story. How do you feel about expressing your opinion in this way?

OTHER POINTS OF VIEW

'People should be able to say what they want on social media.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

E3: CHANGING PATTERNS OF THE MEDIA

LEARNING OBJECTIVES

- You will find out about the changing patterns of media use and consumption.

LET'S GET THINKING

STUDENTNEWSDAILY.COM

Secondary and high school students (12–18 years old) no longer have to watch long news reports or buy a newspaper in order to know what is going on in the world. Due to changing patterns of media use, we can look up the information we want to know online.

Studentnewsdaily.com is a website for students to find out about current events. The site publishes articles and other current event items from various news organisations. You can also access critical thinking and comprehensive questions as you read. You can learn about topics studied in school or find out who is running for elections all over the world. There is a wide range of content available, which can be accessed anytime from anywhere as long as you have Internet access.

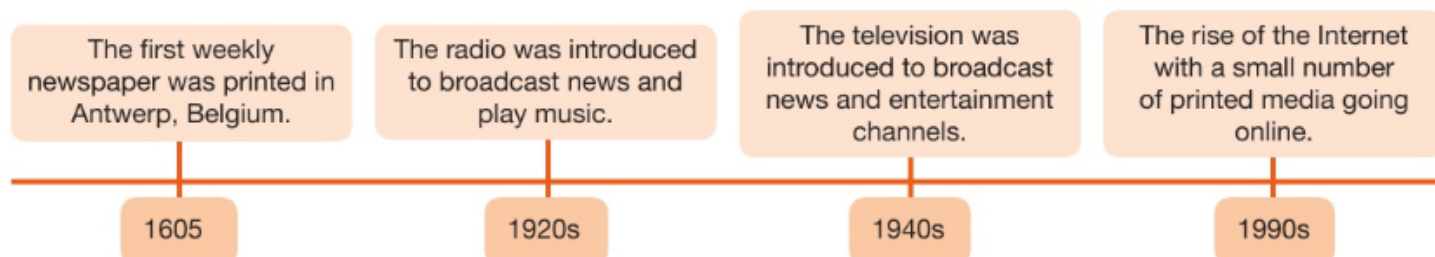


1. Why do you think secondary and high school students might not buy a newspaper?
2. How does studentnewsdaily.com help keep young people aware of what is going on around them?
3. In pairs, discuss why you think having news online is a better than in a newspaper.
4. In pairs, discuss all the ways in which you hear about the news in your everyday lives.

HOW IS THE PATTERN OF MEDIA CHANGING?

Printed media used to be the main source of news for people all over the world. This included newspapers, magazines and journals that would inform us about what was happening on a local or global level across many different areas and sectors, such as education, health or even hobbies like sport or cooking.

Over time, this has evolved with globalisation and the production of new technologies, such as radio and television, which have offered different ways for us to receive this information. How we consume media has changed significantly throughout history, as you can see from this brief timeline:



WHY IS THE MEDIA PATTERN CHANGING?

In the 21st century, we now see the rise of digital media and a decline in traditional printed media. The main reason for this is advancements in technology, but also, rising incomes enable more people to afford digital media. The way we now receive content and information has become much easier, as we no longer



have to wait to buy a newspaper or magazine or for the news to be broadcast on television. We are able to access information anywhere, at any time, using portable electronic devices like a smartphone or tablet. Examples include:

- news apps on smartphones that provide regular alerts about global current affairs
- live video streams on apps such as Facebook, Twitter and Instagram, which can show footage of events as they happen
- websites such as HuffPost® or BuzzFeed®, offer a more varied format to read different types of news stories
- films and TV shows which can be streamed from online platforms such as Netflix®, Amazon Prime® Video or Apple TV+®.

While we can still buy printed media today, it is in decline for several reasons:

- **It is not always as up to date as online content.** Globally, there is breaking news and events happening all the time. It is not possible for printed media to keep up with things that are changing at a rapid pace. Once content has been printed, it is costly to try and amend it in terms of time and money.
- **It is not always easy to access.** For example, there must be an infrastructure in place that allows cars and vehicles to distribute the printed media. This costs money and takes time. In more remote or less-developed areas, it might not be possible.
- **It is only one form of media.** Unlike the Internet, it cannot capture audio or videos to complement the content or provide us with more information.
- **It is not good for the environment.** The use of paper in printed media has a harmful impact on our environment, as it relies on cutting down trees, which contributes to deforestation. By using digital media instead, it can help to combat the negative effects of climate change and save on waste.

Our consumption of media has drastically changed and, today, the digital age has brought the news of the world into our hands. Digital media provides us with entertainment and political participation, and allows communities to come closer together. Traditional media has its advantages, especially for providing media updates to older generations. However, it has struggled to keep up with the rise of the digital age.

CASE STUDY: 24-HOUR NEWS REPORTING

In 1980, CNN launched the first 24-hour news channel in the USA. For the first time, news updates were available at any hour of the day. It is now accessible around the world as people continuously want updates about their home country, to educate themselves or to keep updated on events that might affect their lives.

The picture shows someone catching up with the news from CNN in Penang, Malaysia. Today, online news websites and other media outlets are constantly updating us with the latest news.



CHECK YOUR UNDERSTANDING

1. Do you think people use just one source for their news? Why or why not?
2. Why has people's consumption of media changed drastically since the 1990s?
3. What do you think is happening to the number of people who use printed media?
4. In pairs, discuss what digital media can provide that traditional media cannot.
5. In pairs, discuss how globalisation might have affected media usage.

ACTION LINKS

What is the main source of news where you live? Find out how things are changing where you are. Investigate the following things:

- Is there a local newspaper/radio station/TV station?
- Are newspapers also accessible online?
- Are there any billboards around your area?
- Are most forms printed or digital?

OTHER POINTS OF VIEW

'Digital media is too complicated and diverse. Traditional media tells you exactly what you need to know.'

How far do you agree with this view?

Give reasons for your opinion, showing you have considered different points of view.

EXAM PRACTICE

SOURCE A

E-COMMERCE DEVELOPMENT IN TANZANIA

Tanzania is an emerging economy in Africa and its economy is growing rapidly, by approximately 7 per cent a year on average. The country actively encourages entrepreneurship and new businesses, so it is now in a better position to join the global digital economy. Tanzania could become the main centre of online commerce in East Africa, especially in the mobile finance and electronic payment sectors.

The government has set up the Government e-Payment Gateway (GePG), which allows people to pay for public services using cards or through mobile phone banking. It means that people can pay their taxes much more easily and quickly online. The speed of economic growth in Tanzania has provided employment opportunities in the IT and banking sectors too, for jobs such as IT technicians, software developers and project managers.

However, there are some issues that need to be addressed. Although there is 90 per cent mobile phone coverage in Tanzania, the majority of Internet use requires a smartphone. These are still very expensive, and not many people can afford to buy one.

There is also an issue regarding education and training, as people need to learn the skills required to fulfil the new job roles and use new technologies efficiently. Secondary school curriculums in Tanzania now provide children with the opportunity to learn computer studies, but it is only optional.

If Tanzania is to take advantage of its growing economy, it needs to invest in its people and learn how to develop their ideas and how to plan, launch and run online businesses to successfully operate on a global level.

SKILLS CRITICAL THINKING

1 Mobile phone banking can help with which of the following?

- A sending remittances
- B emailing a friend
- C cybercrime
- D migration.

(1 mark)

SKILLS CRITICAL THINKING

2 E-commerce is:

- A a business related to education
- B buying and selling things through school
- C a business related to engineering
- D buying and selling things on the Internet.

(1 mark)

SKILLS CRITICAL THINKING, INTERPRETATION

3 According to Source A, 'Tanzania could become the main centre of online commerce in East Africa'.

Identify **two** ways that communications technology can help Tanzania to trade across national boundaries.

(2 marks)

SKILLS CRITICAL THINKING, INTERPRETATION, ANALYSIS

4 According to Source A, 'Secondary school curriculums in Tanzania now provide children with the opportunity to learn computer studies'.

Suggest how this might improve young people's lives.

(3 marks)

SKILLS CRITICAL THINKING, ANALYSIS**5**

Explain how mobile finance and electronic payments can help economic growth.

(4 marks)**SKILLS** CRITICAL THINKING, INTERPRETATION, ANALYSIS**6**

Using your own knowledge, explain **two** ways that communications technology can help to reduce inequality within and between communities.

(4 marks)**SKILLS** CRITICAL THINKING, ANALYSIS, REASONING/ ARGUMENTATION, DECISION MAKING**7**

'Communications technology is the key to economic development.'

Provide reasoned arguments to both support and oppose this statement.

(9 marks)**SOURCE B****HOW TO WIN AN ELECTION**

During the election process in democratic countries, politicians take part in political campaigns to win the votes of the citizens. Politicians aim to influence citizens to vote for them by arranging public meetings, using mass media advertising and social media campaigns.

Communications technology has enabled politicians to engage with potential voters more closely. They are able to find out more about voters, and gathering this data can help politicians to win elections. The former US President Barack Obama had a campaign team who used special artificial intelligence (AI) methods to capture and analyse data. This method helped the campaign to raise over US\$1 billion.

AI is able to analyse the online behaviour of citizens and identify voting patterns. It can target citizens with specific adverts, which could influence their political decision. AI can identify 'fake news' and issue a warning to voters, so that they are not influenced against the politician. AI also gathers information about citizens, sending out information about political parties and their policies that might interest them.

However, AI can also be used to manipulate people and provide bias in the media. The adverts and information sent to voters are biased, as they only show the values, beliefs and opinions of that political party. For example, during the 2016 US presidential election between Donald Trump and Hillary Clinton, AI was found to have increased Twitter traffic for pro-Trump hashtags and anti-Hillary content among voters.

SKILLS CRITICAL THINKING**1**

Based on Source B, which statement is true?

- A** Communications technologies are used by all politicians.
- B** Communications technologies can bring politicians closer to voters.
- C** Artificial intelligence is not biased.
- D** Artificial intelligence is the best way to help citizens vote.

(1 mark)**SKILLS** CRITICAL THINKING**2**

Bias is when:

- A** two people discuss a problem
- B** a one-sided opinion is shown
- C** multiple opinions are shown
- D** all facts are told.

(1 mark)**SKILLS** CRITICAL THINKING, ANALYSIS**3**

Suggest **one** way in which social media can raise awareness about issues in society.

(2 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, INTERPRETATION

4

Source C states, 'AI can be used to manipulate people and provide bias in the media'.

Using your own knowledge, suggest why bias might be used in social media during political campaigns.

(3 marks)

SKILLS CRITICAL THINKING,
INTERPRETATION

5

Suggest **two** reasons why political parties might use communications technologies as part of the democratic process.

(4 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, REASONING/
ARGUMENTATION,
DECISION MAKING

6

'AI is a threat to how we function in society.'

Provide reasoned arguments to both support and oppose this statement.

(9 marks)

SOURCE C

CHINESE DIASPORAS AND APP THREATS

WeChat® is a Chinese app that enables users to message friends and family, send photos, buy goods and services and access information. It has over 1.2 billion users all over the world. For Chinese diasporas that live abroad, WeChat is an important form of communications technology. It links them to things that are happening back home, allowing them to keep in touch with friends and family and maintain a sense of their cultural identity.

However, there are allegations that WeChat has been subject to cybercrime, such as online fraud and identity theft. Criminals are using the app to pretend to be other people and steal money. There are also claims that hackers can use WeChat to spy on people using the app, reading their messages to find out personal information.

Some people in the diaspora community might therefore feel that they have to censor themselves and watch what they say on the app. Some might want to avoid using WeChat altogether, which might lead them to feel disconnected and isolated from their friends and family back home.

SKILLS CRITICAL THINKING

1

What is a diaspora?

- A a person who arrives from another country
- B a person who is not allowed into a country
- C a community of migrants with shared heritage
- D a group of people who help each other.

(1 mark)

SKILLS CRITICAL THINKING

2

Which of the following best defines hacking?

- A protecting computer systems
- B gaining access to computer systems
- C spending money on computer systems
- D paying a sum of money to get information back.

(1 mark)

SKILLS CRITICAL THINKING

3

Source C mentions cybercrime. Identify **two** reasons why people might commit acts of cybercrime.

(2 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, INTERPRETATION

4

Source C states, 'Some people in the diaspora community might therefore feel that they have to censor themselves'.

Using your own knowledge, suggest how this statement will threaten the identity of the diaspora community.

(3 marks)

SKILLS CRITICAL THINKING,
ANALYSIS

- 5** Explain **two** ways in which communications technology can help keep communities connected.

(4 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, REASONING/
ARGUMENTATION,
DECISION MAKING

- 6** 'The potential threats that technology brings to our communities outweigh the opportunities.'

Provide reasoned arguments to both support and oppose this statement.

(9 marks)

SOURCE D

RESISTANCE TO WIND POWER IN GERMANY

Wind power has become one of Germany's most important renewable resources. Citizens have accepted the overall benefits of this renewable energy resource, with an estimated 82 per cent of the population saying its use is 'very' or 'quite' important. This new technology can provide Germany with cleaner energy, a stable supply of energy to homes and a reduction in greenhouse gas emissions.

However, some people have used their freedom of speech to express their disapproval for wind power. Citizens have taken to social media to organise protests against the developments because of the environmental damage they create. Almost half of the citizens have asked the government for compensation if they do allow wind farms to be developed.

Other protest groups have claimed that the development of wind turbines will put off tourists, reduce the value of houses and destroy natural habitats for animals. The Nature and Biodiversity Conservation Union (NABU) stated that 100,000 birds could be killed by the rotor blades each year.

Due to the widespread attention of opposition groups and their online presence, it has had an effect on political decisions. The government has listened to the people and now demands that wind turbines should be located at a safe distance away from citizens. However, the rise of supporters of wind farms in Germany has also meant that political parties must also consider their opinions in future decisions.

SKILLS CRITICAL THINKING

- 1** Renewable energy is:
- A energy that will run out
 - B energy that requires coal
 - C energy that comes from oil
 - D energy that will not run out.

(1 mark)

SKILLS CRITICAL THINKING

- 2** Based on Source D, which of the following statements is true?
- A Wind power is the only alternative form of energy to fossil fuels.
 - B Wind power is an alternative form of energy to fossil fuels.
 - C Wind power development is only invested in by Germany.
 - D Wind power is the most effective form of renewable energy.

(1 mark)

SKILLS CRITICAL THINKING,
ANALYSIS

- 3** Outline **two** ways in which social media can influence political decision making.

(2 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, INTERPRETATION

- 4** Source D mentions that 'citizens have taken to social media to organise protests'.

Suggest how this supports the view that social media allows freedom of speech.

(3 marks)

SKILLS CRITICAL THINKING,
ANALYSIS

5 Source D mentions wind power. Explain:

- a one **advantage** of wind power
- b one **disadvantage** of wind power.

(4 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, REASONING/
ARGUMENTATION,
DECISION MAKING

6 'Technology is the solution to the problem of climate change.'

Examine the arguments for and against this statement.

(9 marks)

SYNOPTIC ASSESSMENT: EXAMPLE QUESTIONS

SKILLS CRITICAL THINKING,
ANALYSIS, REASONING/
ARGUMENTATION,
DECISION MAKING

1 Using examples, outline the main reasons for using energy-efficient technologies.

(5 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, REASONING/
ARGUMENTATION,
DECISION MAKING

2 'Communications technology protects our identities rather than destroys them.'

How far do you agree with this view?

- Consider how this statement might apply to your own and other countries.
- Use evidence from different Global Citizenship contexts to help support your argument.
- Give reasons for your opinion, showing you have considered different points of view.

(15 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, REASONING/
ARGUMENTATION,
DECISION MAKING

3 Using examples, outline how media is used.

(5 marks)

SKILLS CRITICAL THINKING,
ANALYSIS, REASONING/
ARGUMENTATION,
DECISION MAKING

4 'Freedom of speech should be allowed on social media as it is a basic human right.'

How far do you agree with this view?

- Consider how this statement might apply to your own and other countries.
- Use evidence from different Global Citizenship contexts to help support your argument.
- Give reasons for your opinion, showing you have considered different points of view.

(15 marks)

1. WHAT'S THE CITIZENSHIP COMMUNITY ACTION PROJECT?

LEARNING OBJECTIVES

- You will consider the issues, themes and causes for your action.

LET'S GET THINKING

BEACH CLEAN-UP PROJECT

'The goal of an action project is to make a difference in society. The project must focus on a global issue and take appropriate action to make a difference.

In my class, my group discussed what we might do for our Community Action Project. There were all sorts of possibilities that we thought about as there are many global issues that need to be tackled.

We had heard a lot about ocean pollution, which has become a global issue. One example is the Great Pacific Garbage Patch, which is a mass of marine litter that spans across the Pacific Ocean, from Japan to California in the USA. This pollution harms the habitats of sea life such as turtles, seabirds and fish, and washes up on beaches. No one takes responsibility to clean it up as it spans such a vast area – it would be very expensive for any one country to fund it alone.

We took a walk along our beach nearby and discovered that people are leaving rubbish behind. When the tide comes in and sweeps it away, it is contributing to the already vast amount of ocean pollution. We decided as a team that we needed to make a difference and carry out our own beach clean-up. We picked up and safely disposed of the rubbish, with the hope that we could raise awareness about the damaging impact that ocean pollution has on our global environment. Hopefully, by taking this action, others will follow our example and start respecting the beach for both sea life and humans to enjoy.'



1. How did the group work out a topic for their Community Action Project?
2. What problem were they trying to solve?
3. How does their topic fit into the Global Citizenship curriculum?
4. How does their Community Action Project contribute to the UN Sustainable Development Goals?
5. What does their Community Action Project involve?
6. How do you think they might measure the success of their Community Action Project?

MAKING A CHOICE

There are many issues to choose from when selecting a Community Action Project. Here are some questions you might ask yourself when trying to decide.

Who in your community needs helping?

Is there an issue in your local area?

What would you like to change in your community?

What issues interest you and your age group?

Are there any rules that need to be changed?

How can you make a difference and raise awareness about an issue?

CHECK OUT THE CITIZENSHIP THEMES

Your Community Action Project must fit into the ideas covered in the course. Have a look through the themes again and see if there is a topic that you find interesting. Combine this with the ideas you are talking about with others in the class.

The four themes in the book are:

1. Politics and governance
2. Economic development and the environment
3. Culture and community
4. Technology

The UN Sustainable Development Goals are also useful guides to what you might plan to do. You can revisit them in Theme 2, D2: 'Developing the SDGs'.

HOW ARE YOU GOING TO MAKE A DIFFERENCE?

You will find that there are stages in the development of your Community Action Project. The rest of this section is going to lead you through the process.

The table outlines the steps you should take to show evidence of your Community Action Project. You can use it as a template to fill in your progress as you complete each stage.

Action project progress	My evidence
Step 1: What's your issue? ■ What do you want to change?	
Step 2: How does your issue relate to Global Citizenship? ■ Find links between your issue and the themes you have studied.	
Step 3: Conducting research ■ How will you research and gather information about your issue? ■ Analyse the results of your research.	
Step 4: What are the different points of view on the issue? ■ What is your point of view? ■ What are other people's points of view?	
Step 5: What's the main aim of your action project? ■ What exactly do you want to achieve at the end of the Community Action Project? ■ What aims and objectives do you need to meet?	
Step 6: What's the plan? ■ Set a clear plan with a timeline and stick to it. ■ Allocate roles within the group.	
Step 7: Deliver the event ■ What methods will you use to complete your Community Action Project and raise awareness?	
Step 8: How well did we do? ■ You will need to evaluate your action. ■ Did you meet the aims and objectives of your Community Action Project?	
Step 9: Own reflection ■ How did the Community Action Project contribute to your Global Citizenship learning?	

GETTING STARTED

You may want to save the world – but be realistic! It is much easier to start small; you are more likely to be successful. In this section, you will learn how organisations, governments and individuals have participated in social action. You will also learn how to complete each of the ten steps in the table above. Once you have made a decision on your action, you will need to get started.

Be very clear about your objectives and try not to include too many issues at the same time. You will also need to work out how you will measure how successful your action has been. You will learn how to do this at the end of the section.

ACTION LINKS

Before you go ahead, check the following points with your teacher. How does your idea fit into the Global Citizenship themes? Will it work? Remember, your local environment may limit what you can do.

CHECK YOUR UNDERSTANDING

1. Get your group together and brainstorm all the actions you think might be useful.
2. Write down all your ideas.
3. Think hard about the advantages and disadvantages of each one. Which one do you think will work best?
4. Think about how you might carry out the action to ensure it is realistic.
5. Is this the one you really want to do? If not, have another look at the list.
6. Make a decision on the final choice together as a group, taking into account everyone's point of view.

2. CITIZENSHIP ACTION IN SOCIETY

LEARNING OBJECTIVES

- You will understand the methods used by governments, organisations and people to help citizenship actions.



LET'S GET THINKING

HOW GOVERNMENTS CAN MAKE A DIFFERENCE

Governments have to deal with many citizenship issues. When society faces challenging situations, a government can step in and make a difference.

For example, in 2020 the United Arab Emirates (UAE) launched charity initiatives (plans that aim to solve problems) in order to support 9.6 million people during the COVID-19 pandemic. This charity project supplied food, hygiene and electronic equipment to those in need. The government worked with residents, who volunteered their time, expertise and skills. This included tens of thousands of people such as doctors, life coaches and psychotherapists who provided their services online as well as in person.

The government also developed the project '10 Million Meals' and the 'World's Tallest Donation Box' to provide continuous food, donations and electronics to those who needed them most, to enable families to meet their basic needs and also remain active in the community.

1. Why might a government decide to work in partnership with other organisations rather than dealing with the issue themselves?
2. What other types of issues could be addressed in this way?
3. How have residents in the UAE taken action within society?
4. Why is it important to take social action?

SUPPORTING CITIZENSHIP ISSUES

The four themes in this book focus on a wide range of citizenship issues that affect people all over the world. In some countries, governments are able to deal with issues in society. In others, organisations (such as charities or groups) or even individuals are available to help support people. It might even be the case that they can all work together to address the issues by using a range of methods and approaches.

GOVERNMENT ACTION

As we saw in 'Let's get thinking', the UAE government took action to address issues of poverty within society during a challenging time, providing support to vulnerable (at risk) people who needed it most. Governments might use the following methods and approaches to address citizenship issues:

- investing in areas aimed at improving people's lives in society (e.g. providing adequate housing, education and healthcare)
- funding charitable programmes (e.g. services for vulnerable people, such as providing food parcels for those who have low incomes)
- allowing charities to use a percentage of society's taxation money to help fundraise (e.g. the UK government started Gift Aid, which allows charities to claim an extra 25p for every £1 of taxpayer's money).

ORGANISATIONS AND GROUP ACTIONS

Charitable organisations often have a mission statement that summarises what they care about and aim to achieve. They approach the way they fulfil their mission in different ways. Some might campaign to get support from governments (e.g. grants for projects or influencing the law) and individuals (e.g. donations, raising awareness or volunteering). They might have charity shops where they sell items donated by the public to raise money for the charity. Others run fundraising events or ask supporters to do so, which raises money and awareness.



CASE STUDY: 'SAVE THE WHALES'

Greenpeace is an international NGO that aims to protect and conserve the global environment, including natural ecosystems, the atmosphere and biodiversity. The campaign 'Save the Whales' started to protect the whale population as they have become an endangered species. Its aims were: to hold governments accountable; to persuade countries to protect whales; to expose particular countries that still practise whale-hunting.

Greenpeace continues to campaign and raise awareness in order to increase the protection of endangered whales. Many organisations like Greenpeace have a mission to help not only people but animals too. If you look through this book, you will find many more examples of organisations that campaign to make a difference. Most of the campaigns require help from volunteers, which could be you! Global Citizenship students can focus their Community Action Project on helping organisations by delivering an event or raising awareness in their own community.

INDIVIDUAL ACTION

Some individuals might take it upon themselves to tackle citizenship issues on their own. Greta Thunberg is an example of someone with a mission, who inspired people to take action and change their habits to do more to protect the environment. She protested outside the Swedish Parliament with a poster saying, 'School Strike for Climate' in 2018. Approximately 4 million people have since joined her in protest.

She has spoken to the UN and other influential international organisations about the actions needed to combat climate change.

WHY CHOOSE THESE METHODS?

Governments, organisations and individuals aim to make a difference by taking appropriate action. The different reasons for carrying out the actions are outlined here.

INDIVIDUAL ACTION

Each individual has the responsibility to make a difference in society. The more people who are engaged with their community and society, the bigger the impact on tackling social issues.

Consumer action is another method of carrying out citizenship action. As members of society, people have the right to consume different goods and services. Sometimes, they might face challenges and require action to be taken when they are vulnerable or disadvantaged. For example, a person may feel they are being overcharged for a bill and face debt, or a person may need assistance accessing healthcare they are entitled to. Some organisations try to protect consumers (e.g. the Consumer Guidance Society of India aims to educate Indian citizens about their consumer rights and advise them about when to take legal action).

COLLECTIVE ACTION

Individuals can come together as a group and make collective decisions in order to take action. Actions can be more effectively achieved when working together as a larger group and having a wider support network.

MASS AND SOCIAL MOVEMENTS

Organisations, individuals and groups can work together and do the following things:

- **Protesting** – this allows individuals and groups to come together and demonstrate their desire for action in person or even online. The size and format of protests can vary. They might include marches, demonstrations outside government buildings or use social media. They can help to raise awareness, especially if they are reported in the media.
- **Lobbying** – this is when individuals and groups attempt to persuade someone in authority, such as governments, to support or influence laws that help their cause. By communicating with governments, social issues can be addressed and things may change.

These methods allow social action to take place as people come together to improve society by addressing issues that affect them.

ACTION LINKS

We have looked at a variety of ideas here about how people and organisations take action. Look carefully and see if any of the ideas are useful for your action.

CHECK YOUR UNDERSTANDING

Study the approaches and methods to raise money or awareness about a cause outlined in this section.

1. Why do you think they are being used?
2. How effective might they be?
3. Do you think any are suitable for your Community Action Project?
4. Make a list of the ones that might be suitable and discuss them in your group.

3. RESEARCHING THE ISSUE

LEARNING OBJECTIVES

- You will work out how primary and secondary research helps your Community Action Project.



LET'S GET THINKING

RESEARCH METHODS

These students are conducting research in different ways. Some are working in a library looking at books and the Internet. The person with the notepad is interviewing someone to find out what they know or think about something.

By using different research methods, the students can get a more **holistic** idea about an issue. They can find information that already exists in books or online. When they interview people, they can find out new information about what people think. This provides the students with a good idea about the range of views on their issue.

1. How might the information found in the library be different to information given by a person in an interview?
2. Why might you use books and the Internet as part of your research?
3. Why is it useful to interview someone as part of your research?
4. Think about your Community Action Project. How will you find out more about your issue or topic? Will you use similar methods to these students?

SUBJECT VOCABULARY

holistic looking at the whole of something, not just one part

primary research new research carried out first hand for a specific issue or project

secondary research material collected by other people

FORMULATE YOUR RESEARCH QUESTIONS

Before you start to research your Community Action Project, you must decide what you need to find out. Sit with your team and carry out a brainstorm, writing down your thoughts and ideas. Identify any questions that remain unanswered about your chosen issue. Once you have done this, come up with a list of questions that you want to find the answers to. For example, if your Community Action Project is based on the social media issues faced by young people, you might include questions such as:

- How long do young people spend on social media?
- Are young people victims of cyberbullying?
- Do young people feel connected to others on social media?

Look at the list and see which ones can be answered by looking at books, magazines and the Internet. This is known as **secondary research**. It involves researching material that is already available. The remaining questions will be the ones that can be answered by using **primary research**. This is finding things out for yourself.

WHAT IS SECONDARY RESEARCH?

You might want to start with secondary research because it is quicker and more accessible than primary research. It also provides some basic information, which can be helpful in planning the primary research. It is called secondary research because the information has been provided by other people. There are many sources of secondary research, such as newspapers (print and online), official data and statistics, opinion polls, reports, videos or podcasts.

Once you have gathered information, it is important to check that it is from credible (trusted) sources. This means that the material must be verified (proved to be true) by an expert, so that it is factually accurate. Some sources you might discover are just people's opinions and not always correct. You must take into account that sources might be biased or one sided.

Once you and your group feel that you have gathered a sufficient amount of information on your Community Action Project issue, ensure that all of the questions that you and your group came up with are answered. You could also summarise the main points and compile charts to display your evidence (if appropriate).

WHAT IS PRIMARY RESEARCH?

Primary research is information you find out for yourself. If your action is local, you will want to find out if this research is going to be useful. Primary research is one method of finding the answers to your questions.

There are different ways of carrying out primary research, such as:

- interviewing people in the community
- creating questionnaires about your issue
- observing and recording people's actions
- using votes, surveys and polls to gather data.

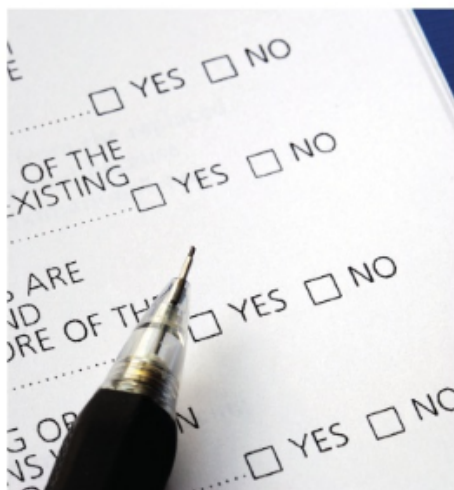
DESIGNING QUESTIONS FOR PRIMARY RESEARCH

Questionnaires are an effective way to gather information about your issue as they can be quick, easy to carry out and can provide different opinions. You will have to ask different types of questions in a questionnaire in order to gather the information you need. You will ask two types of questions:

- **Closed questions:** require straightforward 'yes' or 'no' answers or involve a ranking (e.g. selecting a number between 1 and 10). For example, 'Do you volunteer in your community?' They are quick and easy for participants to answer and for you to gather the information.
- **Open questions:** ask for longer, more thought-provoking answers, with greater detail. For example, 'What do you like about your community?'. This will provide you with more detailed evidence of people's thoughts and opinions.

It is best to have a mix of open and closed questions to get as much data and information as possible. However, ensure that you follow the guidance below when conducting primary research methods. Particularly, when doing interviews:

- always ask for a person's permission to interview them about a topic. You may want to record them so they must give you their consent
- do not interview people on your own. Have an adult with you at all times, or only interview people that you trust



SUBJECT VOCABULARY

closed questions straightforward questions that can usually be answered with 'yes' or 'no'

open questions questions that require more thoughtful answers, with more detail

- avoid asking questions that may offend or upset a person (i.e. be sensitive and understanding)
- make the questions short and easy to answer so that you do not take up too much time
- do not ask leading questions (i.e. suggest to someone the answer you want) because then you are unlikely to get a truly honest answer
- ask someone to check it when you have finished. It is easier for someone to spot errors if they have not seen it before.

SUBJECT VOCABULARY

qualitative data qualities or characteristics that are non-numerical

quantitative data numerical values that can be counted or measured

ANALYSING THE EVIDENCE

When you have gathered your research, you will need to work out what it is telling you. It is important to work well as a group to analyse the evidence and responses to research questions together. First of all, you will have gathered **quantitative data**. This is data that has provided you with numerical results – for example, the closed questions that include ‘yes’ and ‘no’ responses. You can summarise and analyse your quantitative (numbers) data by using tables or diagrams, such as graphs (e.g. scatter or line) or charts (e.g. bar or pie).

You will also have gathered **qualitative data**. This data would have come mostly from your open questions, which included people’s opinions. This can be more difficult to analyse as it is non-numerical (not expressed in numbers). However, you could use ‘skimming and scanning’ as a method of quickly determining the relevance of the material gathered in order to answer specific research questions. You could also analyse your qualitative data by displaying it using the following methods:

- **Word clouds:** These will allow the most used words to be displayed. This gives a clear indication of key concerns or opinions that people had.
- **Photos:** Display these beside the respondents to get a better idea of their identity and how this might have influenced their opinion.
- **Graphs:** You can display open and closed questions together by having a bar chart and a short sentence relating to the numerical results.

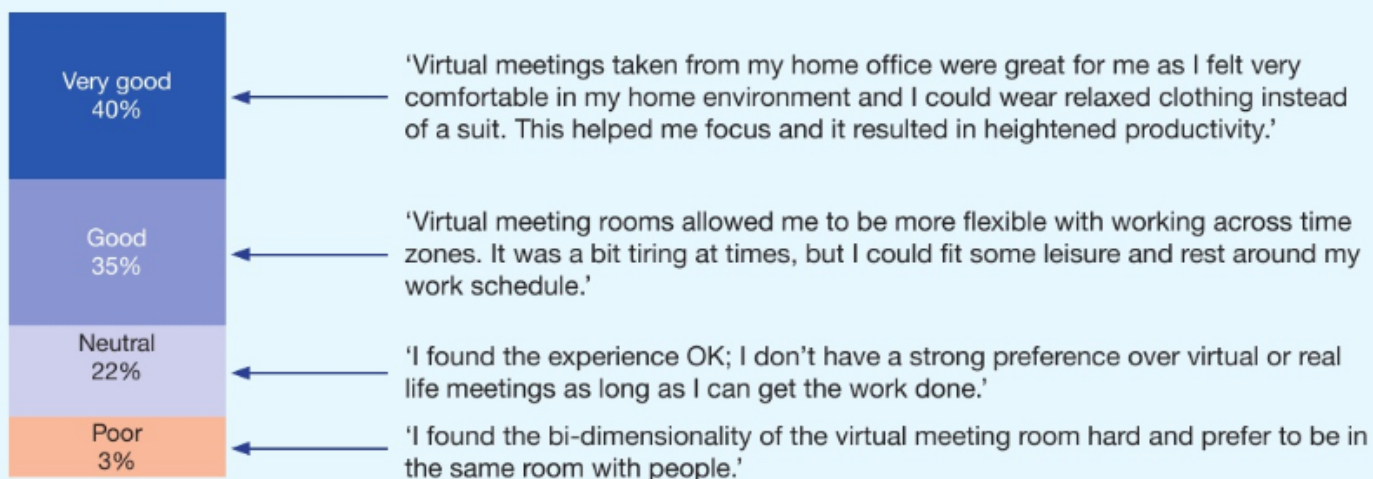
Qualitative and quantitative data can provide you with a huge amount of data and information to meet the aims and objectives of your Community Action Project. Quantitative data gives you clear numerical results, making it easy to determine (find) some facts. However, qualitative data is needed to back up your results and provide solid evidence of why the results exist.



The example below is a survey showing both quantitative and qualitative data combined. Having a chart showing quantitative data, and then examples to showcase qualitative data, can make your analysis much simpler.

1. If you've worked from home in 2020 using virtual meeting rooms, how was your experience?

2. Please explain in a few words your answer to Q3.



ACTION LINKS

Once you have your research questions, work out exactly what information you are going to need to justify your action. You may need to explain this in the exam.

CHECK YOUR UNDERSTANDING

1. How would you define primary and secondary research methods?
2. What challenges might you face when using a) primary and b) secondary research methods?
3. Which research methods do you think are suitable for your Community Action Project?
4. Make a list of the research methods that might be suitable and discuss them in your group. Does everyone agree? If not, why?



4. DIFFERENT POINTS OF VIEW

LEARNING OBJECTIVES

- You will find out how to represent your own and different points of view when planning your action project.

LET'S GET THINKING

MOBILE PHONES IN SCHOOL: YES OR NO?



There is much debate about whether students should have phones in school. The pictures show two sides of the argument. The student in one picture is looking at their mobile phone when they should be listening in the classroom. However, in the other picture, the medical students are using their smartphones to study.

1. Why do you think people have different opinions on this issue?
2. Make a list of reasons why students should not have mobile phones in school.
3. Make a list of reasons why you think they should be allowed.
4. What is your opinion? Justify your answer by using your own point of view. Can you think of any compromises?

VIEWS AND OPINIONS

If you ask your class what they think about an issue, you will get many opinions. This is usually because we all have our own unique, personal identities. We are influenced by factors such as our environment, culture, ethnicity, age and gender, as well as our hobbies and interests. You will have learned about this in Theme 3, B2: 'Individual and community identities'.

We all have different points of view on issues, both simple and complex. For example, some people might object to a new industrial development on the edge of town because it might harm the environment, while others support it because it will bring new jobs. We all have the need to have our opinion heard. However, do all opinions have the same value?

DO SOME OPINIONS COUNT MORE THAN OTHERS?

During your Community Action Project, there will be many different opinions, views and perspectives, but you will have to be able to analyse them and consider why some are more compelling or persuasive than others. Here are some questions that you can ask yourself when reviewing your research:

Fact or opinion?

If someone's opinion is based on fact, it is credible and can provide evidence to support their argument. A person who has an opinion that cannot be supported with evidence does not contribute greatly to a discussion.



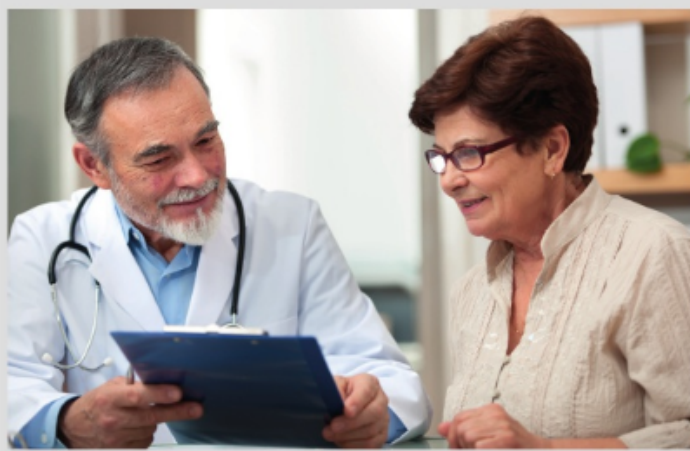
Is it just self-interest?

Is there a personal reason for someone's point of view? This might influence the way they view a particular situation, topic or issue. For example, they might not want houses built on their park because they enjoy the open space, despite the wider and greater need for new housing.



Are they experts?

The point of view of an expert is always worth considering. They often know more about a topic than other people, because they have qualifications, experience and are considered to be knowledgeable by colleagues in their field. For example, a doctor is a medical expert and so would be the best person to provide health advice.



Where does the evidence come from?

A lot of evidence can be found online, but not every source is reliable. You need to know who is responsible for the website. The website must include a title, name and date and have the right to be published. If you gather evidence from social media, it might not be credible as there could be issues with fake news and bias.



REVIEWING THE EVIDENCE

Both your primary and secondary evidence will need to be reviewed carefully. You and your group must assess if there are any problems with it. For example, when you carried out interviews or questionnaires, did some respondents not have enough knowledge on the issue to provide an informed opinion? Perhaps they gave their answers quickly, without thinking, or did not provide their true thoughts and opinions.

You must always ensure that you have enough valuable and reliable research information in order to support your action project. If needed, do some extra secondary research to make sure the information you have gathered can be supported further.

Your secondary research will provide you with a holistic picture of your topic or issue. Your primary research will give you the detail that you need to plan your action project. Once you have gathered all the evidence and evaluated it, you will be ready to move on to the next part of your Community Action Project. You should now have compiled enough information to provide you with people's different viewpoints on your issue.

You must now decide as a group if you are able to represent their viewpoints in your Community Action Project. Will it support the majority of your group's viewpoints? Or do you need to communicate your case to influence other people's viewpoints?

ACTION LINKS

Look at your evidence and the guidance here to consider what will be valuable when developing your action project plan. Remember, you may be asked in the exam about how the evidence contributed to your decisions – and which form of evidence was most helpful.

CHECK YOUR UNDERSTANDING

1. How can you tell if the information you have researched is based on fact or opinion?
2. What issues might you face when reviewing your research?
3. Why are some viewpoints more credible than others?
4. How will you show that your action project has included different viewpoints?

5. STEPS TO SUCCESS

LEARNING OBJECTIVES

- You will find out how to work as a team to plan the action project.

LET'S GET THINKING

MARIANNA AND HER GROUP

Marianna had been thinking about the problems with social media because one of her friends had been bullied by some girls from another school. She noticed the damaging mental health effects on her friend but was aware that this situation could be something that she – or anyone else – could also experience.

Marianna decided to share this problem with her group as a potential issue for the Community Action Project. Some group members suggested other ideas such as recycling or promoting healthy lifestyles. The group discussed their ideas and decided to take a vote on which issue they would choose. As a group, they decided to create a campaign about taking care with social media.

There was a lot of information available online. They also carried out a survey in school, which showed that it is something that young people worry about.



1. How did the group decide what to do for their Community Action Project?
2. Why did they choose the issue?
3. Why do you think they chose to create a campaign?
4. In your group, discuss what their next steps should be.

FIRST STEPS

The very first thing you need to do for your Community Action Project is to decide on who the action will target and what type of event or activity you will deliver. You must collaborate (work together) and negotiate (reach an agreement by discussion) with one another in order to make a decision. As a group, you need to decide on a main aim and some goals. For example, if your Community Action Project is based on recycling, your main aim and objectives could be:

Aim: To recycle all scrap paper in the school in order to reduce waste.

Goals:

1. Have zero paper waste in regular bins each day.
2. Send all scrap paper to local recycling plants.
3. Raise awareness in the school community about deforestation.

Everyone’s ideas must be listened to and carefully considered when doing this. Once you have decided on your aim and objectives, you must start planning exactly what you need to do next in order to meet them.

PLANNING AND MONITORING

When planning your next steps, everyone must remember the main aim and goals in order to have a successful Community Action Project. You must also have a clear idea of what your action project might be. For example, will it be a campaign, an event or a meeting? Taking responsibility for yourselves and your chosen activities is essential to ensure that your aim and goals are met.

You should consider the following criteria when forming a clear plan of action:

- 1. **Key steps** – the actions you want to achieve.
- 2. **Sequence** – this is the order in which the key steps are to be carried out.
- 3. **Priority** – this is the order of importance of each key step. Some might have to be completed before others, so they need to be done earlier rather than later.

You will also need to do the following:

- work out a time schedule
- check if you have the resources you need available
- assign roles and tasks within the group
- anticipate any difficulties that might occur
- keep track of decision making and progress.

It is important to keep checking if everything is still going to plan. Having a schedule so everyone can see what they must do, and when, will help to keep things on track and record decision making. You can use this activity log as a template:

Activity/task	Who is responsible?	What decisions need to be made?	What resources are needed?	Start date	Finish date

If your schedule and plan does not follow this exactly, remember to take note of your progress, giving reasons why and what problems you faced along the way. You must be able to reflect on your Community Action Project and how improvements can be made.

Here is a table showing some examples of the problems that you might face. As a group, discuss what you might do if you are faced with difficulties and work together to find solutions.

Possible difficulties	Solutions?
What happens if team members do not carry out their tasks?	
What if you cannot get the information you want?	
What if something doesn't happen in time?	
What if we cannot get the resources we need?	
What if someone drops out?	
What if people do not co-operate?	

ACTION LINKS

Everyone in the group needs a copy of the plan and the activity log. Each person should highlight their contributions so that they have a record of exactly what they must do. They should report to the group on each completed activity – or something they have not managed to do. This is really important because it may affect other people's tasks and the overall plan.

CHECK YOUR UNDERSTANDING

1. What is the first thing you should do when planning your Community Action Project?
2. What criteria should you consider when making a clear plan of action?
3. How will you make decisions together as a group?
4. How can you resolve any difficulties that you might face as a group?



6. WORKING TOGETHER TO ACHIEVE

LEARNING OBJECTIVES

- You will find out how to deliver the Community Action Project and critically evaluate its effectiveness.

LET'S GET THINKING

TAKING ACTION!

Here are two sets of young people taking part in Community Action Projects in their communities. One group is working in a foodbank, helping to sort the food that has been donated. The others are painting a mural on a school wall to improve the environment.



1. What skills do you think they would need to organise these projects?
2. How might teamwork have helped them to complete the projects?
3. How do you think they persuaded the school and the foodbank that they could be useful?
4. What do you think they might have learned from organising and taking part in the projects?
5. How do you think they might inform the local community about their work?

DELIVERING YOUR EVENT

In the previous section, you learned how to work together as a team and collaborate in order to plan your Community Action Project. Your event is all about making a difference in your community and raising awareness. You must make sure your case is put together well in order for it to be effective, so you should consider:

- holding an event, meeting or campaign that people can attend or participate in
- agreeing how to raise awareness about the issue
- creating an informative resource to benefit the target audience.

Earlier in the section, you saw how charities and organisations used methods such as collaboration to persuade and influence people about their cause. When you deliver your event, meeting or campaign, you must apply collaboration, negotiation and influence skills. Here are some of the ways in which you can fulfil the skills.



COLLABORATION

- Work together with other people you may not know.
- Be able to listen to others.
- Voice your opinion and your ideas.
- Share ideas and make decisions together.
- Be responsible team players.

NEGOTIATION

- Persuade team members about your ideas and make a case.
- Be able to make agreements with your team members but also with people outside the group who you may be working with.
- Create a safe and trusting space in your group, where being able to listen to different viewpoints and reaching an agreement is allowed.

INFLUENCE

- Be able to raise awareness effectively through public speaking, creating resources or working with other groups in your community.
- Give advice and support in order to influence your target audience.
- Be persuasive and aim to make a positive influence.

Remember, your Community Action Project is all about raising awareness and making a difference. You might choose to do a school assembly, have a clean-up, community day or even have a cake sale in school to fundraise for charity. No matter which event, meeting or campaign you decide to do, if you practise these skills, you and your group are more likely to meet your overall aim and goals.



HOW SUCCESSFUL WERE YOU?

Once your Community Action Project is completed, you must now assess whether or not your main aims and goals were achieved. Has your Community Action Project made a difference to the issue you decided to focus on?

You can use the table below to evaluate the success of your Community Action Project:

	My evaluation
How successful was your action project? (Did you reach your aim and goals?)	
Is there anything that could have gone better?	
What would you do differently in the future?	
How has the Community Action Project impacted upon your citizenship learning?	

Once you have completed this, you should be able to assess the overall effectiveness of your Community Action Project. You can now celebrate your success but also learn from your mistakes in order to become a more successful, active global citizen.

ACTION LINKS

As a group, celebrate your success by telling others how you are responsible global citizens.
How will you continue to make a difference?

CHECK YOUR UNDERSTANDING

1. What criteria must you consider in order to have an effective Community Action Project?
2. Discuss what skills are important when delivering your Community Action Project.

EXAM PRACTICE

CITIZENSHIP COMMUNITY ACTION PROJECT

ASSESSMENT

This is the first section in your exam. During your course of study, you will have completed a local citizenship Community Action Project, which focused on a global issue. At the beginning of the assessment, you will have to provide information on what your Community Action Project was and the global issue you focused on (these are not worth any marks).

State what Community Action Project you completed and the global issue on which it is focused:

Community action: _____

Global issue: _____

Once you have filled out this information, you will then have 4- and 6-mark questions about your Community Action Project.

SKILLS INTERPRETATION

1

Explain how your group came to a decision about the topic for your Community Action Project.

(4 marks)

SKILLS DECISION MAKING, REASONING/ARGUMENTATION

2

Identify **two** steps in the plan for your Community Action Project and explain why they were important.

(4 marks)

SKILLS DECISION MAKING, REASONING/ARGUMENTATION

3

Explain **two** ways your Community Action Project might improve the lives of citizens in your local community.

(4 marks)

SKILLS DECISION MAKING, INTERPRETATION

4

Explain how you used **two** primary sources in the research for your local Community Action Project.

(4 marks)

SKILLS CRITICAL THINKING, INTERPRETATION, REASONING/ARGUMENTATION

5

Describe **two** ways you communicated your views on your chosen global issue.

(4 marks)

SKILLS CRITICAL THINKING, INTERPRETATION

6

Explain **two** ways in which your Community Action Project made a difference.

(4 marks)

SKILLS CRITICAL THINKING, INTERPRETATION

7

Explain **two** ways your Community Action Project developed your understanding of global citizenship.

(6 marks)

SKILLS INTERPRETATION, REASONING/ARGUMENTATION, PROBLEM SOLVING, DECISION MAKING

8

A student in another country is focusing on a similar global issue to your Community Action Project. They want their project to be effective and require advice on how to achieve this.

Explain **two** ways in which your Community Action Project was effective.

(6 marks)

SKILLS INTERPRETATION, PROBLEM SOLVING, DECISION MAKING

9

There are many different views that might be held on your chosen global issue.

Explain the ways in which you reviewed different views in your Community Action Project.

(6 marks)

EXAM PREPARATION

THE EXAM

There is one exam paper, which is 2.5 hours long. The paper is separated into four sections. Many questions are based on source material from the Source Booklet, which is given out at the start of the exam.

THE EXAM PAPER

There are four sections on the paper:

- Section A, which is the Citizenship Community Action Project.
- Sections B and C are about the four themes that you will have covered in your course.
 1. Politics and governance
 2. Economic development and the environment
 3. Culture and community
 4. Technology

Sections B and C cover a combination of these themes. The combinations will change from year to year. One year, Section B might be Themes 1 and 4 and Section C might be 2 and 3. The next year it will be a different combination.

- Section D is a synoptic assessment, which draws everything together.

The total number of marks for the paper is 100.

WHAT SKILLS ARE YOU ASKED TO SHOW?

ASSESSMENT OBJECTIVE 1 (AO1)

Demonstrate knowledge and understanding of citizenship concepts, terms and issues.

You need to be able to define and explain all the key terms from the book. It is useful to know some examples of each one as well. Most pages have some key terms, so they are a useful way to test how much you know.

38 per cent of the marks are for AO1.

ASSESSMENT OBJECTIVE 2 (AO2)

Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.

You need to be able to use the concepts and ideas in the sources in the exam as well in your action project. Throughout the book, there are activities in the 'Check your understanding' sections. These questions ask you to test that you can use your knowledge to understand what is going on in various situations.

44 per cent of the marks are for AO2.

ASSESSMENT OBJECTIVE 3 (AO3)

Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.

You need to be able to use the information in the course, from your action project and from sources in the exam to develop arguments and draw conclusions. Throughout the book, you have 'Other points of view' activities, which give you lots of practice. When you are revising, look at the activities and write down a list of points on both sides of the argument to work out your own conclusion. You must be able to justify your decision.

18 per cent of the marks are for AO3.

WHAT DO THE QUESTIONS WANT?

The clue to what you are expected to do is in the first word or phrase in the question. These are known as 'command words'.

A01

A question that is looking for knowledge and understanding will start with one of the following:

- Identify ...
- Give ...
- State ...

A02

A question that is looking for applied knowledge and understanding will start with one of the following:

- How ...
- What ...
- Outline ...
- Explain ...
- Suggest ...

A03

A question that is looking for analysis and evaluation will start with one of the following:

- Consider ...
- Examine ...
- Provide reasoned arguments ...
- How far do you agree ...

MULTIPLE CHOICE QUESTIONS

These can target any of the assessment objectives.

SHORT ANSWER QUESTIONS

These are worth up to 5 marks. They target AO2 and AO3. They often start with 'Explain' or 'Outline'.

LONGER QUESTIONS

These are worth either 9 or 15 marks. They are looking for analysis and evaluation.

They often contain:

- Examine the arguments for and against ...
- Provide reasoned arguments ...
- How far do you agree with this view?

TIPS AND GUIDANCE

In Sections B and C, you will find a variety of question types with a differing number of marks depending on the format. Here are some suggestions to guide you in how to answer these types of questions.

MULTIPLE CHOICE QUESTIONS

The questions are all based on sources, which are provided in the exam. The source material is used in different ways.

- 1** (This question tests **your knowledge** of the language used in the source. This is AO1.)

An emerging economy is best described as a country:

- A** *that is growing because of industrialisation*
- B** *with a rising number of people of working age*
- C** *with an increasing number of children*
- D** *that is buying more from other countries.* **(1 mark)**

- 2** (This question asks you to **work something out** using information from the source. It is AO2.)

What proportion of the vote was claimed to be affected by fraud?

- A** *nearly 50 per cent*
- B** *about 25 per cent*
- C** *less than 20 per cent*
- D** *more than 60 per cent* **(1 mark)**

- 3** (This question asks you to **find the answer in the source**. You might be tempted to provide another answer to get more marks. Don't do it! It is AO3.)

According to Source X, which statement correctly explains how Copenhagen Fashion Week supports sustainability?

- A** *It prevents people showing their fashions.*
- B** *It ensures they minimise harm to the environment.*
- C** *It doesn't sell its clothes.*
- D** *It holds protests.* **(1 mark)**

SHORT ANSWER QUESTIONS

1-MARK QUESTIONS

The number of marks – and the amount of space to write on the exam paper – are big clues as to what is expected. 1-mark questions that are not multiple choice only require a short answer.

- 1** *Using Source A, identify the type of system of democracy found in Malaysia.* **(1 mark)**

'Identify' means that you must name or state your answer. To get your mark, you must analyse the source and identify the answer using your own knowledge.

2-MARK QUESTIONS

You will also see 2-mark questions in the exam. They can come in two forms. They may require you to identify two separate answers or expand on your answer.

- 1** *Outline **two** pull factors that might attract people to migrate to Nigeria.* **(2 marks)**

'Outline' means that you must state your knowledge. In this example, to achieve the 2 marks you must state **two** clear factors in your answer.

- 2** *Explain why the restoration of run-down areas could help cultural tourism.* **(2 marks)**

'Explain' means you have to apply your knowledge to material in the source. To get the second mark, you will have to expand from a simple statement in order to 'explain' your answer.

Example question:

According to Source X, mobile banking helps people in developing countries. Using your own knowledge, explain one reason why. **(2 marks)**

This question refers to a source but asks you to also use your own knowledge.

Candidate 1 answer:

Mobile phone banking helps people in developing countries because it allows them to use banking even if they are a long way from a bank. It even means that they don't need a bank account.

One reason that it is so useful is that it helps people borrow money to set up and run businesses. Subsistence farmers can start to make a profit from a small business so they can afford to send their children to school. This gives them prospects for the future and helps them not to be so poor.

This is a good answer. It explained how mobile phone banking works and gave a clear description of how it can be used to borrow money and, as a result, lift people living in developing countries out of poverty. There are several other reasons that could have been used.

Candidate 2 answer:

People use mobile banking in developing countries. Being able to do banking means that they are more likely to save.

This is a poor answer. It suggested a reason but gave no explanation.

3-MARK QUESTIONS

You will also see 3-mark questions in the exam. They can come in two forms. They may require you to identify three separate answers or deal with two aspects to the question. If there are two aspects to the question, make sure you deal with them both.

- 1** According to Source B, 'Learning the language and cultural integration have been difficult issues to overcome'.

Using your own knowledge, give three ways the issues can be overcome. **(3 marks)**

'Give' means that you must state and provide a short answer. Here, you must give **three ways** based on your own knowledge in order to get 3 marks.

- 2** According to Source D, 'there appears to be a widening gap between the most and least wealthy citizens'.

Using your own knowledge, explain one possible solution to this problem.

Solution:

Explanation:

.....

(3 marks)

This 3-mark question requires two parts. Firstly, you must identify a solution to achieve 1 mark. Secondly, you must apply your knowledge and understanding of the solution by expanding on what it means (explanation) for the other 2 marks.

Example question:

- 1** According to Source X, 'School curriculums in many developing countries now provide children with the opportunity to learn Computer Studies'.

Suggest how this might improve young people's lives.

(3 marks)

Candidate 1 answer:

Allowing children in developing countries to learn computer studies helps improve young people's lives as it provides them with new skills. Young people will learn how computer systems work and improve skills such as literacy and numeracy. By developing these skills, they are more likely to receive higher education and become part of a skilled workforce, which could help them achieve a higher income and improve their quality of life.

This is a good answer. It identified that computer studies can lead to new skills for young people. It then explained how the new skills could help young people improve their lives by achieving a higher education and being able to enter higher paid and more skilled jobs.

Candidate 2 answer:

Young people can get new computer skills which will help them learn better in school.

This is a poor answer. It identified why, but did not explain in detail how young people's lives will be improved.

4-MARK QUESTIONS

There are two aspects to the question in 4-mark questions.

- 1** Explain how mobile finance and digital payments can help the economy to grow.

(4 marks)

There are 2 marks for explaining how mobile finance helps an economy to grow and 2 more marks for explaining how digital payments help an economy to grow.

This 4-mark question asks you to do two things, so you must ensure that you do both.

- 2** What are remittances and how do they help a country's economy?

(4 marks)

You need to explain what remittances are and then address the second part of the question.

Example question:

- 1** Using your own knowledge, explain how direct and representative democracies differ. (4 marks)

Candidate 1 answer:

Representative and direct democracies differ in a number of ways. The biggest difference between the two is the system of voting. Within a representative democracy, citizens vote for representatives to make policy decisions on their behalf – for example, political parties. In a direct democracy, however, citizens vote directly on policies and make the decisions for themselves – for example, through referendums.

This is a good answer. It identified the main difference between the two types of democracy. It then explained how voting is different and included examples to support the answer.

Candidate 2 answer:

The difference between representative and direct democracies is that they use voting in different ways. In representative democracies, citizens vote for people but in direct, citizens don't vote for people.

This is a poor answer. It identified that voting is used differently, but there is lack of knowledge on how voting differs and how it works in both types of democracies.

LONG ANSWER QUESTIONS

Sections B and C on the exam paper end with a 9-mark question. It asks you to 'Provide reasoned arguments to both support and oppose this statement'. For example:

- 1** 'Holding referendums is the best way of governing a country.'
Provide reasoned arguments to both support and oppose this statement. (9 marks)

These questions don't need a conclusion, but you must look at different points of view – even if they are not your own. If you don't, you can only get a maximum of half marks.

It's a good plan to draw a little chart and make a list of the two sides of the argument. This will help you to remember the points as you write your answer.

For	Against
1.	1.
2.	2.
3.	3.

Some long answer questions might also ask you to study multiple sources and then answer the question:

Study **Sources D, E and F** and answer Question 21.

- 21** 'The cultural and lifestyle changes that economic development brings are always positive for people.'
Provide reasoned arguments to both support and oppose this statement. (9 marks)

You must answer the question in the same format as above. However, make use of the sources in your answer in order to achieve maximum marks.

EXAMPLE LONG ANSWER QUESTION

'The disadvantages of globalisation outweigh the advantages.'

Examine the arguments for and against this statement. (9 marks)

Candidate 1 answer:

Globalisation is the spread of products, technology, information and jobs across national borders and cultures. It has many advantages but also some disadvantages. Globalisation affects both developing and developed countries.

It means that customers get cheaper products because they are made where the costs of production are lower. It creates jobs in developing countries and therefore lifts people out of poverty. However, the disadvantage of this is that the people who make these products in the developed countries may lose their jobs. When businesses set up factories in developing countries, the profits they make are often sent home, so the developing country doesn't benefit as much.

Most developed countries have laws about how things are made. Health and safety laws protect employees from exploitation. As everyone wants to make things as cheaply as possible, it may mean that people are paid very little or even experience slave labour, like the boys working in the cocoa plantations on the Ivory Coast. There are environmental laws which prevent businesses from doing things that pollute the environment and damage the global commons. There are also standards in place to ensure any products made are safe for the consumer to use. However, this doesn't always happen in developing countries, so it is quicker and cheaper to make things there.

The businesses that are set up, such as fast-food restaurants, can impact the cultural identity of the country. People might want burgers or pizza, for example, rather than their traditional food. Local restaurants may end up closing. Cultural identity can also be affected by influences such as Western movies and

music becoming fashionable, so local culture isn't as attractive in comparison. On the other hand, foreign films have become more available in the developed world, and many places in the developed world have restaurants selling food from all over the world. We now have much more choice.

This is an excellent answer. The student gives a clear definition of globalisation. It gives a range of advantages and disadvantages of globalisation and explains the effect of each one. It also suggests that some aspects of globalisation have both advantages and disadvantages for different groups of people. It is showing that the question is not straightforward.

The question is offering 3 marks each for the assessment objectives, so you need knowledge, application and evaluation of the different points of view. There are references to the difference in costs of production and laws that protect people and the environment in different countries. Damage to the global commons and the effect on local culture are also discussed with examples and evaluation.

There are some phrases that help you to see both sides of the argument. 'On the other hand', 'however', 'although' and 'having said that' all prompt you to look at an alternative point of view.

These questions do not require you to use information from the sources. They are all about what you know, understand and can apply to your answer.

Candidate 2 answer:

Globalisation means that there is more trade between countries.

There are quite a lot of advantages and disadvantages to it. It helps people in poor countries because there might be more jobs. It makes things cheaper for people in the developed world. It makes life more interesting because we get food from different countries.

It may not help the environment because the rules are not so strict. People are not treated so well because there are few rules.

This is a poor answer. The definition of globalisation is accurate but limited. It is just a list of statements which are not connected or evaluated. There is very little application and no examples. The answer has not included any of the key terms suggested in the comments for Candidate 1, which allow you to argue the case fully.

It is a good idea to draw a quick table and put ideas for and against the statement in two columns. If you link them together, you can use words like 'on the other hand' to connect them. Your answer immediately starts to take shape, so you can begin to earn marks for application and evaluation.

SYNOPTIC ASSESSMENT

Section D concludes with a 5-mark question, followed by a 15-mark question that asks you to **argue a case** and also to **draw your own conclusion**. This question is synoptic, which means it draws together all the material in the course. You can include any relevant material from the course to answer the question.

1

The UN's Sustainable Development Goals are too hard to achieve, so it's not worth trying.

How far do you agree with this view?

- Consider how this statement might apply to your own and other countries.
- Use evidence from different Global Citizenship contexts to help support your argument.
- Give reasons for your opinion, showing you have considered different points of view.

(15 marks)

EXAMPLE 1

Outline what is meant by human rights. (5 marks)

Candidate 1 answer:

Human rights are set out in the Universal Declaration on Human Rights. They are the rights that everyone should have. They cover most parts of our lives – they are political, civil, social, cultural and economic. It is hard for a democracy to work if there are no human rights in a country. Freedom of speech is important if people are to discuss political choices they make in an election. Freedom of religion is important if people are not going to be persecuted for their beliefs. Freedom to work means people have the right to have a desire for a job and career. They should protect people's lives but not all countries accept them.

This is a good answer. Every exam paper has a question like this at the beginning of Section D. It is testing the 'big ideas' of Global Citizenship. Therefore, it is worth learning the meaning of the key terms very carefully. When you are revising, write down the main points about the ideas.

This answer shows knowledge of the UDHR, the range of rights, examples of why they are important, the effect of being deprived of your rights and that not all countries accept them.

Candidate 2 answer:

Human rights are set out by the United Nations. They tell governments and people how they should behave. If they are not taken seriously, people's lives can be very bad.

This is a poor answer. It shows only that the UN was responsible for developing them and that, if they are ignored, people can be harmed. The student should have looked more carefully at how many marks are available for the question. This is always a clue to what is expected.

EXAMPLE 2

'The world is too dependent on technology.'

How far do you agree with this view?

- Consider how this statement might apply to your own and other countries.
- Use evidence from different Global Citizenship contexts to help support your argument.
- Give reasons for your opinion, showing you have considered different points of view. **(15 marks)**

Candidate 1 answer:

We are very dependent on technology, but it has many benefits and some drawbacks.

Technology helps developing countries by giving them access, through people's mobile phones, to a lot of information. This helps education, job hunting and businesses. All these things improve a person's ability to earn a living and, therefore, helps the country to rise out of poverty. It also helps to meet the objectives of the UN's Sustainable Development Goals. Small business loans mean that people can start to make a profit, which will pay for education for their children and allows businesses to expand. These are available in many countries in Africa. The use of technology in emerging economies is also very important. On the other hand, not everyone can afford a smartphone, or they might live somewhere without access to the Internet. This could mean they won't have the same opportunities open to them as those with the resources, so it can lead to greater inequality.

Technology has made a contribution to politics as it helps people to convey their message. For example, Barack Obama used it very successfully in his presidential campaign in the USA. Not only did he use it for information, but also to sign up supporters, which contributed to his majority in the election. The drawback is that technology can be used to corrupt political processes. There have been many allegations against countries that they have influenced and controlled aspects of elections in order to get their preferred candidate elected. For example, electronic voting is being used increasingly in different countries over traditional ballot voting, but there are concerns that it may not be secure enough to stop fraud. Democracy is too important to be under threat from technology that might not work.

The environment is always under threat. The need to reduce the amount of fossil fuels that we use is great. Technology helps because it means that we can generate electricity from wind, waves and the sun. It is also used to pump heat from the ground. All these methods will reduce the output of carbon and help to slow the effects of climate change. However, some people object because they don't like the look of wind turbines and solar farms.

Communities and individuals also benefit from technology. For example, it allows the development of new, cheaper artificial limbs which use artificial intelligence to pick up messages from the body and tell an arm or leg what to do. This helps people with disabilities to lead a more normal life and contribute to society.

Technology also keeps diaspora communities in touch with family and their own culture. For example, the Greek community in Australia is very strong because of the way the community interact together online.

Charities and NGOs also use technology to keep supporters informed of their news and to attract new supporters to help their causes. It saves them money because it is much cheaper than printing leaflets.

The downside of individuals' use of technology is that people can experience online bullying and trolling. This can negatively affect people's mental health if they have been attacked online.

Almost every aspect of technology has some problems, but more people are benefitting from it than being hurt. It seems to me that it makes an important contribution to our lives but it needs to be regulated and controlled if we are to get the best from it. Everyone also needs to be alert to the problems that might arise.

This is a good answer. The essay shows knowledge, application, analysis and evaluation throughout. Every point is discussed, an alternative perspective is given, and an example is provided. It could only be improved by having a slightly more complete conclusion. It explains the writer's perspective and the extent to which the proposition is accepted or rejected. It would have been helped by drawing on an example or two from earlier in the essay.

The answer stays focused on the question and is not side-tracked by any of the issues. Citizenship ideas and concepts are drawn on throughout to strengthen the argument. The use of democracy, the UN Sustainable Development Goals, emerging economies and support for diaspora communities all support the discussion.

Candidate 2 answer:

Technology is very important to the world. We could not live without it. It has changed the way we communicate with each other and around the world. Without technology, communication would take much longer.

I don't think we have too much of it because we need it so much. It makes people's lives better in all sorts of ways. It helps look after our health. It makes transport more efficient.

There are problems with the environment, and technology can help here. Solar farms generate a lot of electricity. So do wind farms. Some houses have heat pumps that draw heat from the Earth. Tidal barriers also are used to generate electricity. All these things help to reduce climate change. I think that we should do as much of this as possible because we need to stop climate change if the Earth is not going to become a difficult place for people to live.

There are some reasons why it is not a good thing. Some people try to hurt other people by using it. For example, they try to steal money from bank accounts. People stop wind turbines being built because they do not like the look of them.

I believe that technology is a good thing because it makes life more interesting and we can do more because of it.

This is a poor answer. It offered some points of view but did not support it with real evaluation or examples. The student focuses on the use of technology to support the environment rather than other uses, but the answer does not really justify the examples given.

There is little attempt to incorporate the concepts and ideas of the subject. In fact, there is no mention of areas of the course which could demonstrate the benefits and drawbacks – such as politics. There is a brief attempt to come to a conclusion but, again, it is not supported. The final sentence is a personal opinion with no justification.

THE COMMUNITY ACTION PROJECT

In **Section A** in the exam, you will be asked questions about your Community Action Project. It is worth revising it carefully because it is worth 20 per cent of the overall marks.

The Community Action Project is a compulsory part of the course. The questions you will be asked are about your experiences, what you learned from it, and how it connects with the content of the course. The examiner will be looking for references to your own experiences and explanations, which include citizenship ideas.

At the start, you will have to state what your action project was about. You should know exactly what your community action was and the global issue you addressed. You must write this at the beginning of the section.

The questions you will be asked will come from any part of this section of the course. For example:

- How did you identify your topic?
- What research did you carry out? How was it useful?

- How do people's views differ?
- Was your planning effective? Were there any problems?
- How did you collaborate, negotiate and influence people? Was it effective?
- Was your action successful? An evaluation of what you did.

EXAMPLE 1

You were asked to look at people's different points of view about the issue you chose for your action project.

Explain two different points of view. (4 marks)

Candidate 1 answer:

Some people thought that it is the responsibility of the government to feed homeless people so we should not need to contribute to foodbanks or set up dining rooms.

Others thought that homelessness is a local issue, and everyone should do what they can to help, including running places where they can eat and giving food to foodbanks.

This is a good answer because there are two points of view and each one is explained.

Candidate 2 answer:

Some people said that other people should look after them. They should look after themselves. They are not my responsibility.

This is a poor answer because there were two points of view, but they weren't explained.

EXAMPLE 2

A successful action project depends on careful planning.

Explain the steps you took to make sure your plans worked effectively. (6 marks)

Candidate 1 answer:

We started off by setting out all the things we needed to achieve. We looked at each one carefully to see what it involved. Each member of the group contributed their ideas.

Once we had done this, the team members took responsibility for one of the steps. They worked out what the step involved. One person took on planning who we needed to communicate with, for example, the people who ran the foodbank where we were volunteering. Another looked at the resources we needed such as transport to the foodbank. A third member of the group thought about who was best to carry out each role and task in the plan. The last one worked out the priorities and the sequence things

could be done in and whether things could be done at the same time. We all looked at the targets and the criteria we needed to judge our success. This included thinking about how much we had helped the foodbank to carry out more work. Together, we all discussed each stage and made some parts clearer.

Once the plan was in place, we all sat down to think about the things that might go wrong, so we would be prepared to deal with them.

This is an excellent answer because it gives a full answer to the question. It is important to build in the ideas and concepts in the specification. Terms like 'communicate', 'resources', 'sequence', 'priorities' and 'targets' all show that the candidate has understood the importance of the links to the specification. The candidate shows the links to their own action by building it into their answer.

The answer is responding well to AO2 because it shows that it is applying both knowledge and understanding.

Candidate 2 answer:

The group sat down to plan our action. We knew what we wanted to achieve. We made a list of all the things we thought we had to do and put them in order. We worked out all the things we would need and when we had to do things. When we had done that, we decided who would do what.

We set targets for everyone and made sure we all knew what we were supposed to be doing.

This is a poor answer. The main issue was that there were only a few links to the Global Citizenship specification. Towards the end, 'targets' were mentioned but that was the only term used. It is very descriptive, with little of the explanation that is needed to gain the marks for application needed for AO2. Compare the two answers and you will see the difference.

GLOSSARY

absolute monarch a monarch with unlimited power over the country because there are no constitutional or legal checks

activism the action of campaigning to raise awareness about an issue

advocate a person who supports something in public

amputee a person who has had the removal of a limb due to trauma or for medical reasons

ancestral an extended family that dates back generations

ancestry a family lineage or descent

article a separate part in a written document, such as a legal agreement

artificial something that has been created by a human

artificial intelligence computers that are designed to think and act more like human beings

asylum seeker a person who seeks safety and protection away from their home country; they seek refugee status

autocratic regime a state where one person has absolute power. They demand that people obey completely without asking for anyone else's opinion

ballot a system or occasion of secret voting

batik a way of printing patterns on cloth, using wax and coloured dyes

bias a preference for a person or one point of view over another; allowing personal opinions to influence a judgement

bilingual the ability to speak two languages

bill a suggestion for a new law. Bills are discussed before being voted on and either passed into law or rejected

biodiversity the number of different plant and animal species that live in the world or in a particular area

biometrics using information from a person's body, such as fingerprints or eye pattern or colour, to prove their identity

bionics using mechanical and electronic systems to copy human and animal actions

borehole a deep hole made in the ground when looking for natural resources, such as water

brain drain when large numbers of educated and highly skilled people leave their own country to live and work in another where pay and conditions are better

breadwinner the member of a family who earns most of the money for the family

bribery an attempt to persuade someone to do something for you by giving them money, gifts or something else they want

carbon capture and storage (CCS) a way of capturing carbon dioxide from the atmosphere and storing it underground

carbon footprint the amount of carbon dioxide released into the atmosphere due to the activities of an individual, organisation or community

carbon neutral when carbon emissions are zero or carbon emissions are balanced out by saving carbon elsewhere

censorship to limit (or prevent) access to information and expression of thought

charismatic a quality where a person has a special ability to naturally attract people to get attention and influence others

charity a group or organisation set up to provide help or raise money for those in need

child mortality rate how likely it is that a child will die between birth and the age of 5 (per 1,000 live births)

circular economy a process to reduce waste and develop ways of using the same resources many times

citizen a person who has the right to be a member of a particular country

civilians people who are not in the military or the police

closed questions straightforward questions that can usually be answered with 'yes' or 'no'

collaboration two or more people working together to achieve or create the same thing

colonialism the process whereby a governing power takes control over another nation

commercial the activities involved in buying and selling goods

common market a group of countries that have an agreement for trading among themselves and how they trade with countries outside the group

communicable (or infectious) diseases illnesses that come from an infection and can be spread from person to person

communications technology a method of transferring information through the use of technology, e.g. electronics

communist a political system that promotes public ownership and communal control

community a group of people who share common characteristics

community cohesion a common vision and shared sense of belonging for all groups in a society

computer viruses programs made to harm a computer system. They spread by duplicating and attaching themselves to files

constitution a set of rules that guides how a country works. It may set out the branches of the government, what powers they have, and how they work. It may also state the rights of citizens

constitutional monarch a monarch who has power but within the limits of the constitution of the country

consumer goods products that are bought by people for their own use, such as food, clothing, cars or jewellery

convention an agreement covering particular matters, usually between states or governments

corruption illegal, bad or dishonest behaviour, usually by people in positions of power

Council of Europe a body of 47 member states that aims to protect human rights and democracy in Europe

cryptocurrency a form of money that only exists digitally

cultural globalisation the rapid spread and exchange of ideas, attitudes, meaning, values and cultural products between different people in different places

cultural identity the shared characteristics of a group of people belonging to a particular culture, e.g. language, religion, social behaviours, etc.

culture the way of life, customs and beliefs of people in a particular country

cyberattack when criminals illegally access computers or networks to steal, destroy or disrupt data

cyberbullying a form of online bullying through electronic devices such as computers or smartphones. It can occur on social media, messaging apps or chat rooms

cybercrime a crime committed over a computer or network

cyberterrorism the use of computers and technology to cause fear and disrupt society

damages money that is paid to someone by a person or organisation who was responsible for causing injury or loss

debt something that is owed to someone else (e.g. money)

decentralisation moving power from national governments to regions so that they have more control

declaration a document setting down aims and objectives

democracy when power in a country lies with the people, who can vote to elect their leaders

democratic republic a form of representative democracy whereby the power lies with the people and elected officials

developed countries high-income countries that tend to have high GDPs and highly developed economies

developing countries low-income countries that tend to have low GDPs and poorly developed economies

development (or long-term) aid help that is designed to encourage economic development and human welfare by funding longer-term projects

diabetes a disease in which the body cannot control the level of sugar in the blood

diaspora a large number of people from the same country who have since moved out to places all over the world

dictator a ruler with complete power over a country who is often not elected and has usually taken control by force

digital campaigning a method of campaigning using the Internet

digital currency money that is only available in electronic form, rather than physical form

digital footprint the information that exists about a person on the Internet as a result of their online activity

digital revolution the advancement of technology that is used in everyday lives

direct democracy all citizens vote directly on every decision about the running of the country

discrimination when a person is treated unfairly based on their background

disparity a difference, often an unfair one, e.g. the lack of equality

displaced persons people who have been driven from their homes by war or persecution

diversity the range of different groups who make up a wider population

drones aircraft that do not have a pilot but are controlled by someone on the ground

dual heritage when a person's parents are from different ethnic or religious backgrounds

ecological footprint measures the demands made by a person on natural resources

e-commerce the buying and selling of goods and services over the Internet

economic development a process where a nation improves the economic, political and social well-being (i.e. the general health and happiness) of its people

economic growth when an economy has increased its ability to produce more

economic migrants people who travel from one country or area to another in order to improve their standard of living

ecotourism tourism that minimises the impact on the environment and respects local cultures

elected to have chosen a person for a particular job by voting

election the process in which citizens vote to choose a person to represent them in managing the country

electorate all the people in a country who are allowed to vote

eligible having the right to do something or to be able to do something, e.g. participation

elite a group in society who have the most power, control and money

emergency (or humanitarian) aid the immediate help given in response to human-made crises and natural disasters. It is intended to save lives, prevent suffering and maintain decent standards of living

emerging economy a country that has begun to experience higher rates of economic growth, often due to rapid industrialisation

endemic a commonly found disease among particular people or within a certain place

enforced made to obey a law

entrepreneurs people who start their own business, especially when it involves seeing a new opportunity and taking financial risks

entrepreneurship the activity of running a business in order to make money

Erasmus a programme funded by the EU that organises student exchanges

European Court of Human Rights the court of the Council of Europe. It deals with people of countries that do not respect the European Convention on Human Rights

European Court of Justice (ECJ) a court that judges people and organisations who may have broken European law

European Economic Area (EEA) an agreement that allows EU member states and some non-member states access to the single market

European Free Trade Association (EFTA) a regional trade organisation that allows free trade between Iceland, Liechtenstein, Norway and Switzerland

European Research Area a single, borderless market across the EU, which allows scientific knowledge and research to move freely

exporters entities who sell products to other countries

fair trade a way of buying and selling products that aims to pay the producer a fair price

feminist relating to feminism – the belief that women should be allowed the same rights, power and opportunities as men

fertility rate the average number of children that would be born to a woman over her lifetime

fossil fuels resources formed underground millions of years ago from plant and animal remains (e.g. gas, coal and oil)

fraud the crime of getting money by deceiving people

freedom the power or right to act, speak or think as you want

free trade a system of trade where buyers and sellers are not limited by taxes on imports and exports

gender parity a measure that shows how equal things are between men and women, for example, by comparing average income

genetic modification changing the structure of the genes of living things to make them healthier, stronger or more useful to people

Geneva Convention a series of agreements that set out how people, such as enemy soldiers, doctors and civilians should be treated in time of war

genocide a deliberate attempt to kill or destroy a group of people based on their nationality, ethnicity, religion or race

geothermal power the production of energy using the internal heat of the Earth's crust

glaciers huge masses of ice that move very slowly; they are mainly found in Antarctica and Greenland

global commons the Earth's shared natural resources, such as the oceans, the atmosphere, Antarctica and outer space

globalisation countries becoming more connected with each other because of the influence of products, technology, information and jobs across national borders and cultures

global village where individual group attachments to ethnic and religious identities are replaced by a shared identity, based on the principles of global citizenship

government the group of people who officially control a country

grant an amount of money given for a special purpose

greenhouse effect the process whereby gases in the Earth's atmosphere trap heat and warm the Earth

greenhouse gases a group of gases that cause heat to be kept in the atmosphere (e.g. carbon dioxide)

green technology a sector that focuses on developing sustainable products and methods to limit our impact on the environment

gross domestic product (GDP) the total value of goods and services produced by a country in one year

gross national income (GNI) the total value of goods and services made by a country in one year (including profits made in foreign countries)

hacker someone who tries to get into a computer system or network to access information without permission

heritage cultural aspects or traditions that have been passed down through generations

hijab a head covering worn by some Muslim women

holistic looking at the whole of something, not just one part

Human Development Index (HDI) part of the United Nations Development Programme and a measure of development in a country. It uses income, education and life expectancy to calculate a country's position in the index

human rights things that people are morally or legally entitled to have

hydropower (or hydroelectric power) electricity produced from generators driven by turbines. The turbines convert the energy from falling water into electricity

identity the characteristics of a person or thing that distinguishes them from others

identity theft the illegal use of someone's identity to commit fraud (e.g. buy things or obtain money illegally)

immigrants people who travel to a different country to live there permanently

imports products that are bought in from another country

incentives rewards put in place in order to encourage someone to do something

income per capita the amount of money earned per person in a nation

indigenous people communities who originate from, or are attached to, an area where modern countries have since been established

individualism the idea that the freedom of thought and action of a person (individual) is the most important thing in society, rather than shared effort or responsibility

Industrial Revolution a period of development in the 19th century in the USA and Europe where rural societies became more urban and more work started to be done by machines in factories than by hand at home

infant mortality the number of deaths of children under the age of one year

influence the power to make other people agree with your opinions or do what you want

infrastructure the basic systems and services that a country uses in order to work effectively (e.g. transport, power supplies)

interdependent countries or people who depend on each other

interest the amount charged for borrowing money

International Court of Justice (ICJ) the main legal court of the UN. It settles disagreements between countries and is sometimes called the World Court

International Criminal Court (ICC) a permanent, international court that judges criminals who might have committed crimes against the international community

international law a body of rules, treaties or conventions recognised and followed by countries who agree to their terms

issues topics or problems that people are thinking and talking about

journalists individuals who gather, assess and present news and other information

justice system a system of laws to judge people accused of crimes in court

lead a useful metal that is used in batteries but is extremely toxic

leapfrogging when a country skips the traditional stages of development and jumps straight to using the latest technologies

legally binding an agreement, contract, decision, etc. that the law says must be obeyed

life expectancy the average period that a person may expect to live

livestream to show a video or sound of an event over the Internet as it happens

logging the activity of cutting down trees to use their wood

malnutrition bad health due to eating too little food or too little of the foods that contribute to good health

manufacturing making things, by hand or with machinery

meteorologist a person who studies the weather

middle class a social class that exists between the working class and upper class. It can refer to a person's wealth, credentials (e.g. education and qualifications) and culture (e.g. values and behaviours)

migrants people who travel to a different country or place, often in order to find work or better living conditions

migration people travelling to a new place to live, usually in large numbers

military coup a sudden, illegal taking of government power by the armed forces

Millennium Development Goals (MDGs) eight international goals that aimed to help improve the lives of the poorest people

money laundering the crime of moving illegal money through businesses or banks to make it look like the money was made legally

moral responsibility behaving in a good way towards others by following certain values (e.g. honesty, fairness, etc.)

mortality rate the number of deaths in a given time or place

multiculturalism when many different cultures exist within one place

multi-governmental organisations (MGOs) groups of countries who agree to work together to achieve objectives, such as economic and/or political aims

multilingual the ability to speak more than two languages

multiple identities when a person has more than one identity

nation a group of people who have a common language, culture and heritage

national identity a person's identity related to their state or nation

nation state a country where the population has language, culture and heritage in common

negotiation a discussion with someone in order to reach an agreement with them

non-communicable diseases illnesses that are health conditions in the body; they are not infectious and can last for a long period of time

non-governmental organisations (NGOs) groups set up to work independently of any government. Their purpose is to address a social or political issue

open questions questions that require more thoughtful answers, with more detail

overseas export market businesses that sell their products to other countries

pandemic a disease that exists in almost all of an area (or group) of people

paralysis a condition where you cannot move all or part of your body because of an illness or injury

parliament a group of elected people who make laws for their country

perpetual loop a never-ending system so that something can last for a long time

persecution the unfair or cruel treatment of people due to their race, religion or political beliefs

petition a document signed by lots of people asking for action on a topic or issue

phishing when emails or messages are sent that trick people into giving their personal information

platform an opportunity to make ideas or beliefs known to others

policies a set of ideas about what to do in certain situations, which have been officially agreed on by governments or political parties

poll a study where people are asked their opinions about a topic or a person

premium an extra payment, e.g. farmers are given extra money (a premium) when they organise themselves into fair trade groups

pressure groups people who come together with the aim of influencing others, or the government, about a particular issue

primary research new research carried out first hand for a specific issue or project

qualitative data qualities or characteristics that are non-numerical

quantitative data numerical values that can be counted or measured

radioactive producing energy by breaking up atoms (the smallest units of a chemical element) in a material

ransom when a fee or sum of money is demanded

ransomware a type of software that blocks a computer system until a sum of money is paid

reconstruction the process of building something again that has been damaged or destroyed

referendum a vote by all citizens on a specific topic

refugees people who have been forced to leave their country and must live somewhere else

remittances amounts of money earned by a migrant worker in one country and sent back to their own country

representative democracy citizens vote for people to represent them in making decisions about the running of the country

resistance to refuse or fight against something

responsibilities something that it is your duty to do or look after

rights the things that citizens are legally allowed to do

robots machines that are programmed to move and perform certain tasks automatically

safeguarding protecting people who could be hurt emotionally or physically. In relation to social media, there can be laws to help safeguard people online to protect them from harm

sanitation the system used to remove dirty water and waste away from buildings to protect people's health

scam an illegal plan to make money, which usually involves tricking people

Schengen Agreement a treaty that allows free movement between European countries as national borders were abolished

secondary research material collected by other people

seek asylum to ask a country for protection because a person cannot return to their own country

services these are provided by people who have skills (rather than goods) that are wanted by other people. Examples include hairdressers, solicitors/lawyers, teachers and estate agents

social mobility the ability to move from one level of society to another

social movement an effort organised and co-ordinated by people to achieve a goal, usually a social or political one

solar energy energy that uses the power of the sun to make electricity

sovereign state a country that has a permanent population, territory and government; it must also be recognised as a state by other states

sovereignty to have supreme power or authority

standard of living the amount of wealth and material comfort that is available to a person or community

state a government that has sovereignty over an area of territory (for example, a country) and the people within it.

suffrage the right to vote in elections

surveillance the careful watching or monitoring of a person, group or organisation

sustainable to be able to continue over a period of time

sustainable development meeting the needs of today while ensuring that future generations can also meet their needs

Sustainable Development Goals (SDGs) 17 goals that give targets to lift everyone from poverty and provide them with a sustainable way of living

tariffs taxes on products that are traded between countries

taxes amounts of money paid to the government that are based on the level of income (or the cost of goods or services bought) and that is used to pay for public services

totalitarian a political system where those in power have complete control and do not allow anyone to challenge them

trade buying and selling things; international trade takes place between different countries

trade agreement a deal between two or more countries about improving trade with each other

trade blocs groups of countries in specific regions that reduce trade barriers and promote free trade

treason the crime of not being loyal to your country (e.g. helping its enemies or trying to overthrow the government)

treaties written agreements between two or more countries that are approved and signed by their leaders

UN Charter a treaty of the UN that aims to uphold the human rights of citizens across countries. All members are bound by its articles

UNESCO (United Nations Educational, Scientific and Cultural Organization) an organisation that encourages respect for peace and human rights. It also selects cultural or natural sites to be preserved due to their value to humanity

United Nations (UN) an international organisation that tries to encourage peace, co-operation and friendship between countries

urban development the process of improving built areas, such as buildings and roads

vocational school a place where students learn practical skills, using their hands, such as woodwork or batik production

volunteers people who do something – especially helping other people – without being paid for it

welfare state a form of government that promotes the social and economic well-being of citizens by providing benefits such as financial support

zero-carbon home a house that does not increase the amount of greenhouse gases, such as carbon dioxide (CO₂), in the atmosphere

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